



Lower School Assessment and Reporting Guidelines for Students in Years 7, 8, 9, 10: Information for Parents

The Department of Education, through public schools, implements a curriculum to meet the learning needs of all students and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority. The following guidelines are based on these standards.

Student Responsibilities

For every subject in which a student is enrolled, they must:

- meet a satisfactory level of attendance (the Department of Education considers an attendance record of 90% as satisfactory and a student absent from class for five lessons or more in a term is considered to be *at risk* of not achieving the best possible result)
- participate in and complete all of the teaching program
- attempt all of the assessment program and meet all of the assessment deadlines
- be prepared for class with all of the equipment required to participate in the curriculum
- maintain an assessment file for all courses which contains all completed written assessments
- contact the school by 9.00 am if absent on the day of a scheduled assessment and provide a medical certificate or written explanation from parent/carer immediately on return to school
- liaise with teachers concerning absence from class and catching up on missed in-class assessments
- request extensions of time for out-of-class assessments prior to the due date

Teacher Responsibilities

It is the responsibility of every teacher to:

- deliver a learning program that reflects current syllabus requirements and provides for the needs of **all** students, including those with disability or special needs
- provide students at the beginning of the course either in printed form or digitally on **Connect** with an overview of the curriculum content to be completed, a timeline showing when the curriculum content will be completed and an assessment plan showing assessment types and tasks (with due dates) to be completed as part of the curriculum course.
- provide a modified outline if circumstances change during the teaching of a course requiring the teacher to make adjustments to the scheduled assessment tasks
- maintain up-to-date records of student achievement in **Reporting to Parents** and on **Connect**
- ensure assessment tasks enable all students to demonstrate their knowledge and understanding in relation to the year-level achievement standard
- meet all school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate

Assessment Tasks

Each assessment task provides evidence of student achievement. Most tasks will be completed in class. Where tasks are completed out of class, the teacher will validate student achievement to ensure authenticity. If assessment tasks are completed by a group of students, teachers will use strategies to assess the performance of an individual in the group as well as the performance of the group. Where a student has a learning disability or specific education need, the teacher may in consultation with the HOLA adjust the task.

Assessment tasks will be completed as scheduled and student's given feedback **within five working days**. Students must meet in-class assessment deadlines and any requests for extensions of time for out-of-class assessment dates, need to be negotiated with the teacher prior to the scheduled date.

Each assessment task will have a marking key which will be shared with students after the task has been completed. The marking key will make clear how the task has been marked and how marks have been awarded to provide students with constructive feedback on what they have done and how they can improve.

Types of Assessment

School Based-Assessments

Assessment Type	General Courses	Academic/Aspirant Courses
In-class exemplars of testing genres e.g. essays, multi-choice, short answer, calculation etc.	Embedded throughout the assessment program for each class. Regular short- cycled assessments	Embedded throughout the assessment program for each class
Timed assessment exercises involving one assessment genre in normal class time as preparation for timed tests and exams	Embedded at strategic times during the assessment program for each class	Embedded at strategic times during the assessment program for each class
Regular timed tests which include several genres under test conditions	At the conclusion of each logical unit of work	At the conclusion of each logical unit of work
Out of class assessments to develop research skills and enable extended answers	Embedded throughout the assessment program for each class	Embedded throughout the assessment program for each class

National and State Assessments

- **NAPLAN** – the National Assessment Program (Literacy and Numeracy) is an annual assessment for students in Years 7 and 9 made up of tests in reading, writing, conventions of language and numeracy. The assessments are undertaken nation-wide in the second week of May each year. Students commence preparation for NAPLAN testing at the beginning of each year. This preparation is reflected in all teaching programs across the school with Learning Areas completing a detailed analysis of the previous year's results to identify focus areas for teaching prior to the next testing schedule. Year 7 and Year 9 students who are below the Benchmark on Year 7 and Year 9 NAPLAN results will be identified, receive extra support and their progress tracked.
- **OLNA** – the Online Literacy and Numeracy Assessment (OLNA) is designed to demonstrate the minimum standard of literacy and numeracy requirement for the Western Australian Certificate of Education (WACE). The test is organised in two rounds per year, March and August, and is sat under test conditions by students from Year 10 to 12 who have not achieved Band 8 or higher in any of the three components of their Year 9 NAPLAN. Students sit OLNA until they demonstrate the required proficiency.

School examinations

Written examinations are an assessment item each semester in MESH courses for all year groups and will be of different duration for each group and course.

Year	Semester 1	Semester 2
7 & 8	Set and copied by the Learning Area 1 hour duration in class for all courses	Set and copied by the Learning Area 1 hour duration in class for all courses
9	Set and copied by the Learning Area 2 x 1 hour duration in class for Academic courses, alternative practical applications General courses	Set and copied by the Learning Area 2 x 1 hour duration in class for Academic courses, alternative practical applications General courses
10	Set and copied by the Learning Area 2 hours duration in class with 10 minutes reading time for courses with alternative practical applications for General courses	Set and copied by the Learning Area 2 x 1 hour duration in the exam venue for Academic courses with alternative practical applications for General courses

School examination schedules are available at the beginning of the year and semester exams are sat under text conditions and the procedures used by the School Curriculum and Standards Authority in the conduct of the ATAR course examinations are applied.

- students assemble quietly outside of the exam venue and sit in designated desks
- students are not to use writing materials during the reading time allowed
- no notes or text books are allowed in the exam room unless advised in advance
- no food or drink other than water is allowed in the room except for diagnosed medical reasons
- mobile phones are to be turned off and left at the front of the exam room
- pens, pencils etc. must be in a transparent plastic bag – no pencil cases are allowed
- sharing of equipment between students in an exam is not allowed
- students write their name on the exam paper and at the end of the exam hand in all pages
- students to raise hand to speak to the supervisor if they have a problem during the exam
- unless otherwise directed, students must write clearly in biro in the exam booklet provided
- collusion between students will lead to cancellation of examination marks for each student involved
- not following examination instructions will result in the removal of the student from the exam room

Reporting Student Achievement

Student achievement will be formally reported each semester in every subject in which they are enrolled in terms of grades A, B, C, D and E using a five-point scale achievement descriptor. Each grade is based on the student's overall performance with reference to a set of pre-determined standards defined by the grade descriptors included in the syllabus.

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

Course Completion

A grade is reported when a course is completed. To complete a course and receive a grade, the student must *complete* both the education program and the assessment program. The education program refers to all activities related with the delivery of the syllabus, including the teaching content and the associated class activities.

The following procedures and penalties apply to course completion requirement:

The reporting deadlines for completion of the assessment program must be met. Students must complete all assessment tasks as scheduled and submit all out-of-class assessments by the due date. Only in exceptional circumstances or with justifiable reasons will work submitted late be assessed or students be able to re-sit missed assessments. Students who foresee that a deadline will be impossible to meet must inform their teacher in advance for an extension of time to meet the requirements.

If a student is absent from school on the day an assessment is scheduled or due, the parent/carer must notify the school before 9.00 am on the day of the assessment and provide a medical certificate or written explanation immediately the student returns to school.

Students who are absent for a scheduled in-class assessment

If the reason provided by the student is **acceptable** and supported by evidence, the task can be completed at the earliest opportunity with no mark penalty. If the task has already been returned to students, an alternative assessment task can be provided with no mark penalty will apply or the task can be removed from the assessment outline for that student if the teacher is able to make a professional judgement of the achievement of the student based on the remaining tasks. If the reason provided by the student is **unacceptable** and there is not supporting evidence, the student will not be able to sit the assessment task and a *zero mark* will be recorded.

Students who are absent on the day an out-of-class assessment is due

If the reason provided by the student for the absence is **acceptable** and supported by evidence, the teacher may receive the task and no mark penalty will apply. If the reason provided by the student is **unacceptable** and there is no supporting evidence, the student will *incur a loss of marks penalty of 10% for each day that the deadline is not met. After five days, a zero mark will be recorded.*

In exceptional circumstances and with justifiable reason a missed task can be removed from the assessment outline, where a professional judgement of the achievement of the student can be made based on the remaining tasks.

Students who are absent from a school examination

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a medical certificate or written explanation from a parent/carer to the Deputy Principal or the HOLA of the Learning Area. If the reason is **acceptable** and supported by evidence, an alternate date will be set and no mark penalty will apply. Where this is not possible a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination. If the reason is **unacceptable** and there is no supporting evidence, the student receive a *mark of zero*.

Students who do not have the opportunity to complete the assessment program

Students may not be able to complete the assessment program because of long-term illness or injury, cultural beliefs or a disability and/or specific learning difficulty. If the reason for non-completion is **acceptable** and sufficient evidence of student achievement is available, the teacher can make professional judgement of the grade to be assigned. If the reason for non-completion is **acceptable but sufficient evidence of student achievement is unavailable**, the teacher may:

- make limited modifications to the assessment program so that it can be completed **or**
- provide an alternative assessment task, that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards) **or**
- extend the due date of an out-of-class assessment task or delay an in-class assessment task

In the case of absences due to sporting trips, student exchange or similar activities, students are still required to complete the education and assessment program as per the published outlines although variations to the completion time of tasks in the assessment outline may be allowed where practical.

Students who are absent as a result of events that can be rescheduled (i.e. family holidays during term time) do not have a valid reason for non-completion or non-submission of assessment tasks and the absence will not be considered acceptable. Assessments not completed will incur a *zero mark penalty*. Students will not be permitted to re-sit the task or re-submit an out-of-class assessment.

Where a student is frequently absent from school due to chronic or repeated illness, it may be necessary to involve the parent/guardian/carer and appropriate school support service.

When assessment completion is affected by a catastrophic event

Where a catastrophic event (e.g. pandemic) affects delivery of the teaching program, the completion or submission of an assessment task or the completion of the examination timetable, students will be advised by the school of adjustments to the task requirements and/or assessment outline.

If the assessment of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the period, the teacher in conjunction with the HOLA, should make a professional judgement of the performance of the students affected by the event based on the completed assessment tasks. Where additional tasks are required to enable the professional judgment to be made, the assessment outline is modified for the students affected by the event, the school informs the student and their parents/carers of the changes to how their achievement will be determined, including the need for any additional assessment tasks.

Communication with parents/carers

If the student does not complete or submit an assessment task and a *zero mark* is awarded, it is the responsibility of the teachers to notify the parent/carer and discuss the possible effects on the allocation of the final grade i.e. the risk of the student receiving a grade lower than expected. When a student misses two or more assessments, the HOLA must be notified and SAER processes can be put into place.

When the student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian/carer and appropriate school support service.

Cheating, Collusion and Plagiarism

A student is not permitted to submit for marking, as original, any work which is:

- prepared by another person or with substantial input from another person
- copied or downloaded from the internet without acknowledging the source
- paraphrase from another source
- a summary of the work others

Where it is established beyond reasonable doubt that a student has engaged in cheating, collusion or plagiarism, the student and parent/carer will be informed and a penalty mark of zero will be imposed for the whole task or those parts of the task affected.

Where there is more than one class studying the same pair of units and completing the same assessment task, and the in-class assessment does not necessarily fall on the same day, students should not discuss the questions in the assessment with students from other classes until all classes have completed the task. Discussion of questions will be treated as collusion and student penalised.

Collusion between students or cheating during a school examination will lead to cancellation of the practical or written examinations marks for each student involved.

Students with a Disability

This includes students with diagnosed disability in regular classes or education support classes.

Where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, the assessments tasks (including school examination) may be adjusted by the teacher responsible for the course. Adjustments depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe or additional time to complete a task.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian/carer.