



Upper School Assessment Policy for Students in Years 11, 12

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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 requirements as outlined in the **WACE Manual** and apply to the assessment of all WACE courses.

Student Responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance (a student who is absent from a class for five lessons or more in a term is deemed to be “at risk” of not achieving the best possible result)
- 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, prior to the due date of the task
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- 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
- maintain an assessment file within the Learning Area for each pair of units studied which contains all completed written assessment tasks and where required practical tasks.

Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with assessment feedback (**within five working days and one week prior to semester exams**) and with guidance about how to best undertake future tasks
- maintain accurate records of student achievement in *Reporting to Parents* and current assessment information on *Connect*
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate

Information to be Provided to Students

Before **teaching starts**, the teacher will provide students with the following documents either in hard copy or able to be accessed through **Connect**:

- the current syllabus including the grade descriptions
- the course outline showing the timing allocated to teach each section of the syllabus and the sequence in which all syllabus content will be taught
- the assessment outline which includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - the assessment type as prescribed in the syllabus
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (e.g. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus

Note: students without internet access at home can request a hard copy of these documents from their teacher.

Assessing Student Achievement

All students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses. The dates for all assessment items are listed in the assessment outline provided at the beginning of the course.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to grade descriptions. The requirements for each task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

Most tasks will be completed in class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity). Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to assess the performance of each individual as the group. Typically, this will be identified in the task (or task brief) provided to the student at the commencement of the task.

Where a student's disability, specific educational need or cultural belief will significantly affect their access to an assessment task, the teacher may adjust the task, in consultation with the relevant HOLA responsible for the course.

Year 11 and Year 12 ATAR Course School Examinations

School examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for school-based examinations varies between courses and is included in the assessment outline.

Students generally have only one exam per day but in some cases may need to sit two. Normal timetable will be suspended for students enrolled in 4 or more ATAR courses. Students enrolled in less than 4 ATAR courses attend all classes as normal and sit the ATAR examinations as scheduled.

A written examination will be held each semester in all ATAR courses and a practical examination will be held in those courses with a practical component or oral ATAR course examination.

Exams will be sat under WACE exam conditions and will be of a different duration for Year 11 and 12:

Year Group	Semester 1	Semester 2
11	Written exams of 2 to 2½ hours duration with 10 minutes reading time	Written exams of 2½ to 3 hours duration with 10 minutes reading time
12	Written exams of 3 hours duration with 10 minutes reading time except for courses with a practical, performance or oral examination which are 2½ hours plus a separate practical, performance or oral examination	Written exams of 3 hours duration with 10 minutes reading time except for courses with a practical, performance or oral examination which are 2½ hours plus a separate practical, performance or oral examination

School examination schedules are available at the beginning of the school year on the school calendar and the examination timetable is issued to student prior to the start of the examination period.

The examination rules are based on those used by the Authority for ATAR course examinations:

- students assemble outside of the exam venue 10 minutes prior to the commencement of the exam
- students sit in the designated desks
- students will not be admitted to an exam after 30 minutes have passed from the start of the working time of the examination and late comers will not be allowed extra time
- students will not be allowed to leave the exam during the first hour or during the final fifteen minutes
- students are not to use writing materials during the 10 minutes 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 exam 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
- approved scientific calculators can be use in Mathematics, Chemistry and Physics and non-programmable calculators in Biology, Economics, Human Biology and Geography
- 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 practical and/or written examination marks for each student involved
- possession or knowledge of examination questions before an examination will lead to cancellation of student's practical and/or written examination marks
- possession of unauthorised materials or technologies during an examination will lead to cancellation of part of all of the student's practical and/or written examination marks
- markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination marks
- unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written marks
- blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room

If an exam contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the school will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new exam if there is a breach of security that affects all students, **or**
- penalise students involved if the breach of security is limited to them only with a zero mark

Year 12 General and Foundation Course Externally Set Task

All student enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course. The EST is included in the assessment outline for the pair of units and has a weighting of 15% of the final mark for the pair of units. It is a 50-minute written assessment task developed by the Authority based on content from Unit 3 and is completed in class under standard test conditions.

Cheating, Collusion and Plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant HOLA for the course. The student and parent/carer will be informed of the suspected inappropriate behaviour and the student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised a mark of zero for the whole assessment or a mark of zero for the part of the assessment task where the teacher can identify that the work is not the students own. The student and parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

Security of Assessment Tasks

Where there is more than one class studying the same pair of units, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no student is unfairly disadvantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and students will be penalised.

Where the school works with other schools and uses the same assessment task or examination, the task or examination and the student responses will be retained by the teacher until the task or examination has been completed by all schools.

Retention and Disposal of Student Work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, each Learning Area will establish an assessment file for each student for each course. The file will hold all the student's marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the unit or pair of units. The Authority may request access to these assessment files for moderation purposes so student files must be retained until the final grades are approved by the Authority at the conclusion of student appeals in Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the semester exams.

The files will be available to students for collection at the end of the school year. All materials not collected will be securely disposed of and the school will not use the materials for any other purposes without the written permission of the student.

Modification of the Assessment Outline

If circumstances change during the teaching of a course, requiring the teacher to make adjustments to scheduled assessment tasks, the student will be notified and provided with a copy of the amended assessment outline. 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/carer.

Students with a Disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessments tasks (including school examinations) adjusted by the teacher in consultation with the HOLA or TIC responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed at <https:senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>. The adjustments depending on the individual student's education needs and may include special equipment, modified papers, provision of a scribe or additional time to complete a task.

For Year 12 students with a diagnosed disability which has functional impact on their performance, the school will apply to the Authority for consideration of special examination arrangements. The granting of these arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the school has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations may be held at alternative venues.

Course Completion

A grade (A, B, C, D or E) is assigned for each pair of units and both reported when a course is completed. Students must complete both the education program and the assessment program in each course to be assigned a grade. The education program relates to classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities. Students are required to:

- attempt all in-class assessment tasks on the scheduled date, and
- submit all out-of-class assessment tasks on or before the due date

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carer must discuss the matter with the teacher at the earliest opportunity before the scheduled date.

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. Only in exceptional circumstances or with justifiable reasons will work submitted late be assessed.

Students who are absent for an in-class assessment

Where the reason provided for not submitting an assessment task is **acceptable and supported by evidence**:

- the task can be completed at the earliest opportunity
- an alternative assessment task can be provided
- the 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

If the reason is **not acceptable**, a **zero mark** will be recorded and the teacher will communicate this to the parent/carer

Students who fail to meet the deadline for an out-of-class assessment

Where the reason provided for not submitting an assessment task is **acceptable and supported by evidence** an extension of time can be provided with no mark penalty.

If the reason is **not acceptable** a **penalty deduction of 10% of the possible mark** will be lost for each day an assessment is not submitted up to five days when a zero mark will be applied. The teacher will communicate this to the parent/carer.

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 contact the school on the morning of the examination and submit a medical certificate or written explanation to the Deputy Principal immediately on return to school.

If the reason is **acceptable and supported by evidence**, an **alternate date** will be set, or 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 **not acceptable**, the student will be given a **mark of zero**.

Students who are absent on the day the EST is scheduled

Where a student is absent for the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of their return to school). If this is not until after the date that the Authority requires the school to submit the EST marks, then the school will determine if the reason for the non-completion is acceptable.

If the reason is **acceptable**, the teacher will decide on an alternate assessment task (if the task is no longer confidential), **or** allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is **unacceptable**, the student will be marked absent (ABS) and given 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 injury or illness, cultural beliefs personal circumstances or a disability and/or specific learning difficulty.

If the reason for non-completion of an assessment task is **acceptable and sufficient evidence of student achievement is available**, the teacher can make a professional judgement of the grade to be assigned. The task can be removed from the assessment outline and the professional judgement based on the remaining tasks.

If the reason for non-completion of an assessment task is **acceptable but insufficient evidence of student achievement is available**, the teacher may:

- make limited modifications to the assessment program so that it can be completed **or**
- provide an alternative task that conforms with assessment requirements (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

If the reason is **not acceptable**, a **mark of zero** will be applied.

In cases of absences due to sporting trips or student exchange, students are still required to complete the education and assessment program as per the course outline and the assessment program as per the assessment outline. Variations to the completion time of tasks in the assessment outline may be allowed where practical and where there are exceptional circumstances of justifiable reasons.

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. Students will not be permitted to re-sit an in-class task or re-submit an out-of-class assessment. Assessments not completed will incur a **zero mark penalty**.

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

Where assessment completion is affected by a catastrophic event

Where a catastrophic event (e.g. a pandemic) which causes a number of staff and/or students to be absent from school for an extended period, affects the delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the semester examinations timetable, the student will be advised of adjustments to the task requirements and/or the assessment outline.

Generally the teacher in conjunction with the HOLA should make a professional judgement on the performance of the students affected by the event based on the assessment tasks already completed. Where additional tasks are required to enable a professional judgement to be made, the assessment outline is modified and the parent/carer informed of the changes to be made to how student achievement will be determined.

Transfer between Courses and/or Units

If a student commences a pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal or the Senior School Program Coordinator. A meeting will be held with the student and the parent/guardian/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the course into which they wish to transfer. The dates for student transfers in Year 11 and 12 are listed on the school calendar. A student transferring by the deadline will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the transferring pair of units and the teacher of the course will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the course will be determined.

In Year 11, students can also transfer at the end of Semester 1 if class numbers enable this to occur. In such cases the student will receive a mark and a grade for the unit completed in semester 1 and will be enrolled into Unit 2 of another Year 11 course for semester 2.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for semester 2 if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA) as per instructions in the Authority's *WACE Manual*.

Transfer from another School

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to the Authority's recommended last date for student transfers between pairs of Year units, to provide evidence of all completed tasks from the previous school. This information will be used to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and a mark for the unit to the Authority. The student would then be enrolled in a single unit for semester 2. Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will **not** be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school marks for the pair of units will be determined. A meeting will be held with the student and parent/guardian/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

Reporting Student Achievement

Student achievement is reported at the end of each semester. The school report provided for each course uses the Department's reporting templates and includes:

- a comment by the teacher
- a grade
- the percentage mark in the school-based examination for ATAR courses
- the percentage mark calculated from the weighted total mark
- information about the students' *attitude, behaviour and effort*

The reported grade uses a five point scale achievement descriptor based on pre-determined standards defined by the grade descriptions in the syllabus.

Letter grade	Achievement descriptor
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement.

Semester 2 reports also include results from endorsed programs and VET achievement. All reports are distributed electronically by email or attachment through **Connect**. For Year 11 students, the grade at the end of each semester is the final grade for a particular unit. For Year 12 students, the semester 1 marks and grades are interim as they are not finalised until the course is completed at the end of the year. The Year 12 semester 2 *Statement of Achievement* lists the school grades that will be submitted to the Authority.

Note: all final grades are subject to approval by the Authority and students will be notified of any changes from the Authority's review of the student results submitted by the school.

Assigning Grades

To assign a grade, the teacher generates a ranked list of all students, identifies from the ranked list the points where a change of standard is evident and examines the work of the students either side of this point to assign a grade with reference to the grade descriptions. The results must be internally consistent (i.e. a student with a higher mark cannot have lower grade and vice versa) and students with the same mark cannot be assigned different grades.

If more than one teacher in a school is delivering the same unit or pair of units, the school marks and grades assigned must be comparable across all classes to ensure that students are neither advantaged nor disadvantaged by the assessment procedures of different teachers within the school.

Where classes occur at different times, appropriate strategies are implemented by teachers to ensure the security of assessment tasks and the validity of the assessment marks and, hence, fairness for all students (e.g. administering the task at the same time or collecting and retaining the assessment task and all student responses until all classes have completed).

Reviewing Marks and Grades

If a student considers that there is an issue about the delivery of a course, the marking of an assessment tasks or the grade assigned, then they should in the first instance discuss the issue with the teacher. If the issue cannot be resolved, then the student or parent/guardian/carer should approach the relevant HOLA or TIC responsible for the course.

The student or parent/carer can also request in writing that the Principal conduct a formal assessment review, if they consider that the student has been disadvantaged by the assessment outline not conforming to the syllabus requirements, assessment procedures not conform with policy requirements, procedural or computational errors in the determination of the mark and/or grade.

If the review does not resolve the matter, the student or parent/guardian/carer may appeal to the Authority using an appeal form which is available from the Deputy Principal or the Authority website. The Authority representative will independently investigate the claim and report to the Authority's student appeal committee. If the committee upholds the appeal, the School will be required to adjust the student's mark or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the *Statement of Achievement* as necessary.