



Years 7-10 Assessment Guidelines and Procedures

Introduction

Assessment is an integral part of the learning process, providing students, parents/guardians and teachers with information on academic progress and feedback to inform future learning. Assessment procedures need to be fair, reliable, valid and transparent.

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

Information collected to establish where students are in their learning can be used for summative purposes and for formative purposes.

General assessment information to students

A Teaching and Learning program, Student Outline and Assessment Outline will be provided to all students. These documents will be located on SEQTA

Student Responsibilities

It is the students' responsibility to:

- familiarise themselves with the College Assessment Policy and the Assessment Guidelines and Procedures Years 7-10
- A copy of these document can be found at:
<http://www2.newman.wa.edu.au/about-us/policies.html>
- attempt all assessment tasks to the best of their ability
- submit assessments to the teacher by the due date
- discuss with their teacher any difficulties regarding an assessment, absence from class, missed assessments, extension requests and other issues pertaining to assessment
- retain all their marked assessments until the end of the year.

Assessing students who do not complete the assessment program Submission of work – Expectations:

When a student is absent for an assessment task, the reason for the absence must be made clear and appropriate action taken.

Unplanned absence (e.g. illness, injury, misadventure)

Assessment Type	Procedure	Action
Assignments	<p>Inform teacher of absence via SEQTA Establish new due date on consultation with the teacher Written notification by parent / guardian required</p>	<p>If the unplanned absence is merely on the due date, the task should be submitted electronically or via Student Reception.</p> <p>A zero will be awarded if no written notification by parent / guardian required is provided.</p> <p>If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day. After 7 days, a mark of zero will be given and an Academic Detention may be issued.</p> <p>If the unplanned absence is longer term due to illness etc. then parents, teachers and Leader of Learning/Wellbeing may determine a new due date or modification of the assignment.</p>
In-class Assessment	<p>Inform teacher of absence via SEQTA Establish catch-up of assessment in missed assessments Written notification by parent / guardian required.</p>	<p>With the Leader of Learning's approval, the test (the same one or an alternative) may be completed by the student on their return.</p> <p>A zero will be awarded if no written notification by parent / guardian required is provided.</p> <p>Missed assessments run three times a week and the student needs to complete the assessment at one of the two closest missed assessment sessions upon returning to school.</p> <ul style="list-style-type: none"> • Tuesday morning 7.45am • Wednesday afterschool 3.20pm • Friday morning 7.45am <p>A score of zero will be given if the student fails to attend a missed assessment session; and an Academic Detention may be issued.</p>
Examinations (Year 10 only)	<p>Parents are requested to contact the College as soon as possible to inform of their child's absence. Written notification by parent / guardian required.</p>	<p>The student may be permitted to sit the exam for practice and/or grading.</p> <p>At the Leader of Learning's discretion, a standardised exam score may be calculated.</p> <p>A score of zero will be given if there is no notification by parent / guardian.</p>

Approved absence - College endorsed event

(e.g. College excursion, College sports team)

- State or National representative sports team or equivalent

- if selected in a State or National representative team, parents must inform the LOWB in writing at least two weeks in advance of the planned absence and include a letter from the appropriate association. In such cases, students will not be penalised for their absence
- students participating in a College endorsed event or a state or national representative sports team (where a supporting letter has been received) will not be penalised for their absence e.g. if they miss an assessment.

Assessment Type	Procedure	Action/Consequence
Assignments	Work is to be submitted prior to departure (or by negotiation with the Leader of Learning)	If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day. After 7 days, a mark of zero will be given and an Academic Detention may be issued
In-class Assessment	Any planned absence must be discussed by the parent/student with the Leader of Learning / Wellbeing in advance of the absence.	In consultation with the Leader of Learning and class teacher, a student might be required to complete the same or alternative test during a missed assessment session.
Examinations (Year 10 only)	The parent must discuss them with the Leader of Wellbeing / Learning in advance of the absence.	The student will not be penalised if the absence is approved. An opportunity may be provided for the student to sit the exam for practice. At the Leader of Learning's discretion, a standardised exam score may be calculated.

Unapproved absence - Family (e.g. holidays during term time)

- Parents must inform the Leader of Wellbeing in writing at least two weeks prior to the planned absence
- In these circumstances, the teacher is not required to provide work for the period of the absence.

Assessment Type	Procedure	Action/Consequence
Assignments	Work is to be submitted prior to departure.	If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day. After 7 days, a mark of zero may be given and an Academic Detention may be issued.
In-class Assessment	Any unapproved absence needs to be avoided as a score of zero will be awarded.	Missing an assessment due to an unapproved absence, such as being on holidays, will result in a score of zero for that assessment. Parents and students are requested to make every effort to avoid such a situation.
Examinations (Year 10 only)	Any unapproved absence needs to be avoided as a score of zero will be awarded.	No opportunity to sit the exam will be provided and a score of zero will be awarded. Parents and students are requested to make every effort to avoid such a situation.

Non-submission of assessment tasks

It is the student's responsibility to submit assessed work on time and to apply for an extension in advance if there are special circumstances, which mean that an assessment deadline will not be met. To qualify for an extension, the student or his/her parent must request an extension in writing, from the teacher. If an acceptable reason is provided to the teacher, an extension may be granted by the Leader of Learning. If a student is absent on the due date, work can be submitted on time by electronic means, such as e-mail, or via drop off at Student Reception.

If no extension is approved and the assessment item is not submitted by the set deadline, parents/guardians will be informed and the following penalties will be applied:

10% reduction in the student's mark per day that the work is late up to a total of 7 days, after which a mark of zero will be recorded

An academic detention may be issued by the Leader of Learning.

Prolonged/frequent absences

Where a student is unable to attend classes for a lengthy period due to injury or illness, or misses a large number of lessons over a period of time, the College will endeavour to provide support for the student regarding their learning and assessment programs. In such circumstances, each case will be treated on an individual basis by the Deputy Principal Learning and Staff Development, in consultation with the Leader of Learning and the Leader of Wellbeing. However, such absences may have a significant impact on the student's academic achievement.

A number of actions may result from a prolonged absence, which include, but are not limited to:

- In order to compensate for assessments missed during their absence, additional assessment tasks may need to be completed on the student's return
- missed assessment tasks may be removed from the assessment outline for the student and the weightings of other tasks of the same assessment type altered accordingly, to ensure that the assessment requirements of the syllabus are met.

The assessment program developed for a student with prolonged or frequent absences must meet the syllabus requirements for the course and judgements must be made on the basis of evidenced achievement.

Assessing students with Special Education Needs

Assessment must take account of the diverse needs of students, to be equitable with regard to disability and not discriminate on grounds that are irrelevant to learning.

Education Support Students

Students with Education Support needs are primarily taught by specialist teachers, in the Education Support Centre and receive an individualised learning program. When these students participate in mainstream classes, the curriculum, including all assessments, is modified to cater for their learning needs. The students follow a modified Teaching and Learning program and have a modified assessment outline

Learning Support Students

The Learning Support Coordinator, under the Guidance of the Leader of Learning Diversity, identifies students who may be eligible for special consideration, such as extra time in assessments and exams. The Learning Support Coordinator oversees the distribution of relevant information to teachers, relating to the support individual students need.

Return of student work

Students' work must be marked and returned **within 2 weeks** of the submission date.

The College may use copies of student work to develop portfolios to exemplify standards, for moderation purposes.

Authentication of Student Work - Cheating, Collusion and Plagiarism

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student/students or not. Examples of cheating, collusion and plagiarism include, but are not restricted to:

- Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Gaining a copy of an assessment prior to its release
- Presenting a response to an assessment which is not one's own work
- Talking during a silent assessment task
- Using a mobile electronic device during an assessment.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the Leader of Learning investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student is provided with the right of reply during this investigation.

Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school will inform the student and their parent/guardian of the result of the investigation and the penalty.

The penalty imposed will be a mark of zero for the task, or for the part/s of the task in which the behaviour has occurred.

Authentication of out-of-class assessment tasks

Student achievement in out-of-class assessment tasks is authenticated by the teacher by using a range of strategies including:

- monitoring of student progress
- use of a teacher-monitored log book to document stages in the development of the task
- administration of the task in class with open access to reference notes
- validation of achievement by an in-class assessment task under test conditions
- completion of the task partially at home and partially at school
- requirement of a signed student declaration stating that all unacknowledged work is the student's own.

Assessing individual performance on group tasks

The assessment of individual performance on a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while in the group situation. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including:

- monitoring of group and individual progress
- use of a teacher-monitored log book to document the stages in the development of the task
- peer evaluation.

Security of assessment tasks

For each department, the Leader of Learning will ensure that the re-use of an assessment task does not disadvantage a particular group of students. Leaders of Learning will ensure that assessment tasks are refreshed from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure comparability between different classes studying the same course in one academic year, common assessment tasks may be used within a department. To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class teachers/Leaders of Learning may:

- develop parallel assessment tasks for use by different classes
- use common timing of the assessment task for different classes
- collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task
- modify assessment tasks before re-using them in the future.

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

If the assessment of individual students or groups 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 Leader of Learning, in conjunction with the Leader of Wellbeing, will decide on the appropriate action which may include:

- a professional judgement of the performance of the students affected by the event will be made based on already completed assessment tasks
- the assessment outline is modified for the students affected by the event
- the teacher/Leader of Learning informs the students affected by the event (and their parents/guardians) of how their achievement will now be determined, including any additional assessment tasks that will be required.

Reporting of student achievement

Reporting happens at stages throughout the year and provides an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The College is committed to giving students and parents timely feedback about academic performance in a variety of ways, as indicated below:

- Student achievement is reported formally at the end of Semesters one and two
- Parent/teacher/student interviews take place during the year and upon need
- Assessed work will be marked and returned to students, with feedback provided, within two weeks of the assessment being submitted
- Marks will be made visible on SEQTA within two weeks of the assessment being submitted
- Marking keys will be provided for each assessment task.

Related Documents

Western Australian Curriculum and Assessment Outline