



Years 7-9 Assessment Guidelines and Procedures

1. 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. Newman College is committed to an assessment process that reflects our *Vision for Learning* and *Learning Cycle*. Students are challenged to engage with a range of relevant assessments that are mapped to the curriculum and provide valuable opportunities for feedback and feedforward.

2. 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 online.

2.1. Roles and responsibilities in assessing and reporting

Students, parents and teachers have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These responsibilities include:

Students	Parents	Teachers
<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the assessment outline. • Recognising the important dates relating to assessments and to submit all work by the advertised dates. • Taking constructive ownership of their learning and completing all tasks to the best of their ability. • Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher. 	<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents relating to their child's studies, including—but not limited to—the assessment outline. • Supporting their children in managing the important dates relating to assessments. • Highlighting the importance of submitting all work by the advertised dates. • Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers. • Following appropriate and due process when notifying the College of their child's absence and adhering to the policies contained herewith. 	<ul style="list-style-type: none"> • Consistently following the policies and procedures herewith. • Ensuring the necessary learning and teaching documents are accurate and made available to students and parents. • Referring closely to the assessment outline and providing fair and reasonable notice and support in the lead up to an assessment. • Designing assessment tasks which are purposeful, valid and reflective of the syllabus. • Engaging in learning and teaching activities which provide students with opportunities for goal setting, growth and reflection. • Providing timely feedback on assessments, ensuring work is returned to students within a two-week timeframe. • Routinely updating SEQTA with assessment dates and marks, ensuring these are

		<p>visible to students and parents.</p> <ul style="list-style-type: none"> • Routinely corresponding with students and parents regarding academic performance and progress. • Engaging in fulsome moderation processes, including external moderation where required.
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2.2. Procedures for assessment in the event of absence

When a student is absent for an assessment task, the reason for the absence must be determined by the Vice Principal, Deputy Principal, Leader of Learning, Leader of Wellbeing or relevant classroom teacher as per the nature of the absence.

2.3. Terms of reference relating to student absence

There are three terms associated with student absence:

2.3a Approved Absence: This occurs when students are absent due to illness, bereavement or to attend a College-endorsed event, such as a calendared excursion, involvement in a College sports team or as a representative in a state sports team. Approval is granted for instances of illness or bereavement following parental contact with the College. Receipt of an email of approval from the Vice Principal is required for all absences (excluding illness and bereavement). Please note that requesting an approved absence does not guarantee its approval and is only acknowledged following confirmation from the Vice Principal.

2.3b Unapproved Absence: This occurs when students are absent from the College but have received emailed confirmation that the absence is being recorded as unapproved (e.g. to attend a family holiday). This also extends to absences where the College has not received parental notification of the absence, or the necessary steps have not been taken to seek approval.

2.3c Standardised Score: A standardised score will be calculated in the event of an approved absence from an in-class assessment or exam. A standardised score uses the cohort mean and standard deviation of the assessment task that has been missed and predicts the student's mark based on their mean and standard deviation from all other assessments.

Individual steps to be taken in the event of unplanned, approved and unapproved absences per assessment type:

In-class assessments	<p>Approved absences:</p> <ul style="list-style-type: none"> • In the event of illness or bereavement, parents are required to notify the College absentee department via email or phone. All other absences (as described in 2.3a) require written approval from the Vice Principal. • Classroom teachers will receive notification via SEQTA of any approved absences. • Teacher will record details of the missed assessment, notify parents via SEQTA and arrange for the student to complete the task for formative purposes in the next available missed assessment session. The student is required to genuinely attempt the task as their performance may be used to validate a standardised score. • In circumstances where the validity of an assessment task can be maintained, the student will complete the task and a mark will be awarded accordingly. • In circumstances where the validity of the task cannot be maintained (most cases), a standardised score (as described in 2.3c) will be generated at reporting points in Semester 1 and 2. • If the student refuses to sit the assessment formatively a zero will be recorded and they will not receive a standardised score.
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	<ul style="list-style-type: none"> In all instances detailed notes are to be recorded in SEQTA to acknowledge the process followed.
	<p>Unapproved absences:</p> <ul style="list-style-type: none"> A mark of '0' will be entered for the task with parents, Leader of Learning and Leader of Wellbeing notified. Teacher to arrange a time for the student to complete the task in a missed assessment session for formative purposes. Given the unapproved nature of the absence (as defined in 2.3b), the student is not entitled to a standardised score in this instance.

Assignments	<p>Approved absences:</p> <ul style="list-style-type: none"> In the event of illness, parents are required to notify the College absentee department via email or phone. All other absences (as described in 2.3 a) require written approval from the Vice Principal. Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the originally set date. If the assignment is not submitted by the agreed upon date, the teacher will deduct a penalty of 10% of the student's eventual result multiplied by the number of days late (e.g. if a student receives a mark of 65% for their assignment, this would be deducted to a mark of 19.5% if handed in 7 days late: $65 - (6.5 \times 7) = 19.5$. Teachers are to correspond with parents at this stage. If the work is not submitted within 7 days of the agreed upon date, the teacher will record a mark of zero and the student will be issued a Friday detention where they will be required to complete (and submit) the required work for formative purposes. Parents, Leader of Learning and Leader of Wellbeing will be notified via SEQTA to inform them of this outcome.
	<p>Unapproved absences:</p> <ul style="list-style-type: none"> If students do not submit an assignment on the agreed upon date for unapproved reasons, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the student's eventual result. Teachers will communicate with parents on the day an assessment is due to inform them this process will be followed. If after 7 days the work remains unsubmitted, a result of zero will be entered and a Friday detention will be required so the work can be completed (and submitted) for formative purposes. Detailed notes of the steps followed will be recorded by teachers in SEQTA and parents will be notified of the process followed.

2.4. 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, parents must request an extension in writing to the relevant Leader of Learning on behalf of their child. If an acceptable reason is provided, an extension may be granted. If a student is absent on the due date, work can be submitted on time by electronic means, such as e-mail, or via SEQTA.

If an extension has not been 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 and an academic detention may be issued by the Leader of Learning.

2.5. 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 Director of Transformational Learning PK-12, 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:

- The completion of additional or modified assessment tasks upon 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 against the year-level achievement standards.

3. Absence as a result of isolation requirements due to the COVID-19 pandemic:

Reasonable efforts will be made to support students who are required to isolate for a set period of time due to testing positive for COVID-19 or being deemed a close contact of a confirmed case. Absences related to COVID-19 are regarded as an *approved absence* as described in Section 2.3 a of this policy. Efforts to support students could include:

- Ensuring they are able to access learning resources and materials remotely (via Teams, OneNote and SEQTA)
- The monitoring of work completed at home, including the provision of feedback via OneNote
- Modifications to assessment tasks to ensure they can be completed validly upon returning to school, or as a formative task when completed from home
- Provision of alternate assessment tasks which ensure the content of the course is assessed in accordance with SCSA directives.
- The calculation of standardised scores for assessments missed during approved periods of illness or isolation relating to COVID19.

Students who are working from home due to classification as a close household contact will be given the opportunity to complete work and assessments for formative feedback. Provisions will be made by classroom teachers to ensure resources are accessible via OneNote. Students who continue to isolate for personal precautionary measures will be deemed as an unapproved absence and continuation of learning cannot be guaranteed in these instances.

Given the evolving nature of governmental policies and regulations, the College reserves the right to revise and amend this policy should processes for contact tracing or isolation change.

4. 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.

4.1. 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

4.2. Learning Support Students

The Leader of Learning Support identifies students who may be eligible for special consideration, such as extra time in assessments and exams. When assessing students with learning support needs, the Leader of Learning Support will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Leader of Learning Support oversees the distribution of relevant information to teachers, relating to the support individual students need.

Given their specialist knowledge curriculum, teachers may appropriately vary the assessment

requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks.

5. 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 or to inform future learning programs.

6. 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.

6.1. 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 logbook 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.

6.2. Assessing individual performance on group tasks

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. 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, but not limited to:

- monitoring of group and individual progress
- use of a teacher-monitored logbook to document the stages in the development of the task
- peer evaluation and self-reflection exercises

7. 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.

8. 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.

See section 4 of this policy for detailed information regarding absence due to the COVID-19 Pandemic.

9. Reporting of student achievement

Reporting happens at two 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, including:

- The formal reporting of student achievement at the end of Semesters One and Two
- The communication of a “State Grade” as well as a “Course Grade” to acknowledge student achievement in relation to the year-level achievement standards
- Facilitation of parent/student/teacher interviews at set points in the year and on an as needs basis
- Returning marked work to students containing feedback within a two-week timeframe
- Making marks visible on SEQTA within two weeks of the assessment being submitted
- Providing a range of formative tasks to “feed forward” and shape future learning
- Providing detailed analytical or criteria-based marking keys for each task

As part of the Newman College Learning Cycle, teachers will routinely engage in best-practice, whereby student achievement information will be used to plan future learning programs and the personalisation of the curriculum.

Related Documents

Western Australian Curriculum and Assessment Outline
Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy