



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

<ul style="list-style-type: none"> <li>When submitting through electronic text matching sources they will check the similarity reports to ensure they are upholding academic integrity.</li> </ul>		<p>visible to students and parents.</p> <ul style="list-style-type: none"> <li>Routinely corresponding with students and parents regarding academic performance and progress.</li> <li>Engaging in fulsome moderation processes, including external moderation where required.</li> </ul>
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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, Deputy Principal Teaching and Learning PK-12, 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. **For note:** Given the nature of assessment in Years 7 to 9, a standardised score will also be generated on the first occurrence of an unapproved absence in the calendar year. A standardized score is generated at the end of both reporting semesters and 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:

<p><b>In-class assessments</b></p>	<p><b>Approved absences:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Classroom teachers will receive notification via SEQTA of any approved absences.</li> <li>Teacher will record details of the missed assessment and notify parents via SEQTA of how the assessment will be completed either in missed assessments or as a homework task (for formative purposes only).</li> <li>In circumstances where the validity of an assessment task can be maintained, the student will complete the task in missed assessments and a mark will be awarded accordingly.</li> <li>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. The Teacher in consultation with the Leader of Learning will then arrange for the student to complete the task for formative purposes as homework providing a due date of five school</li> </ul>
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	<p>days to complete. Students who do not submit the formative assessment after five school days will be issued a Monday detention.</p> <ul style="list-style-type: none"> <li>Detailed notes are to be recorded in SEQTA to acknowledge the process followed.</li> </ul>
	<p><b>Unapproved absences:</b></p> <ul style="list-style-type: none"> <li>A mark of zero will be entered for the task with parents, Leader of Learning and Leader of Wellbeing notified.</li> <li>The Teacher in consultation with the Leader of Learning will arrange for the student to complete the task for formative purposes as homework providing a due date of five school days to complete. Students who do not submit the formative assessment after five school days will be issued a Monday detention.</li> <li>Given the unapproved nature of the absence (as defined in 2.3b), the student is not entitled to a standardised score in this instance.</li> </ul>

<b>Assignments</b>	<p><b>Approved absences:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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: <math>65 - (6.5 \times 7) = 19.5</math>. Teachers are to correspond with parents at this stage.</li> <li>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 Monday 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.</li> </ul>
	<p><b>Unapproved absences:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>If after 7 days the work remains unsubmitted, a result of zero will be entered and a Monday detention will be required so the work can be completed (and submitted) for formative purposes.</li> <li>Detailed notes of the steps followed will be recorded by teachers in SEQTA and parents will be notified of the process followed.</li> </ul>

#### 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. Process for completing missed assessments

The priority is for students to be in the classroom with their teacher when returning from absence. To maximise time within the classroom and to ensure assessment conditions are monitored, the College provides three times per week for missed assessments to be completed:

- Tuesday morning 7.45am
- Wednesday afterschool 3.20pm
- Friday morning 7.45am

When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest missed assessment sessions (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday or Friday). If students do not complete the task during the allocated missed assessments sessions, then a zero score will be recorded, and an academic detention may be issued by the Leader of Learning. If students miss multiple assessments, they are required to complete the tasks in order of due date in consultation with the relevant Leaders of Learning and classroom teachers.

After a time of three missed assessment sessions (i.e., a week of missed assessment sessions being made available), a mark of zero will be recorded and a Monday detention may be issued. In all instances a detailed note will be kept on SEQTA to keep an accurate timeline of events.

### 4. 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.

## **5. 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.

### **5.1. 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

### **5.2. 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.

## **6. 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.

## **7. Academic Integrity (cheating, collusion, and plagiarism)**

The College is committed to the development and practice of academic integrity. Academic integrity is the expectation that all members of the community act with honesty, trust, fairness, respect and responsibility.

Academic Misconduct involves forms of cheating such as collusion and plagiarism irrespective of whether this is the intent of the student or not. Examples include, but are not limited to:

- gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage (including sharing information between classes)
- gaining a copy of an assessment or marking key prior to its release
- presenting a response to an assessment which is not one's own work; this includes the use of artificial intelligence tools
- talking during a silent assessment task
- using a mobile device during an assessment
- accessing prohibited materials during an assessment or exam (such as pre-prepared and concealed notes).

### **7.1 Allegations of breaches of academic integrity**

If a student is believed to have engaged in any form of cheating, collusion or plagiarism the teacher in consultation with the Leader of Learning will investigate whether the evidenced behaviour constitutes academic misconduct. The student will be provided with the right of reply during this investigation.

Where it is established beyond reasonable doubt that behaviour constituting academic misconduct has occurred the Leader of Learning will inform the Leader of Wellbeing, the student and their parent of the result of the investigation and the penalty.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- A mark of zero for whole assessment task, OR
- A mark a zero for the part of the assessment in which academic misconduct has occurred.

## **7.2 The Use of Artificial Intelligence**

Artificial Intelligence (AI) tools, including but not restricted to ChatGTP, are large language models trained on a dataset of conversational text. They can generate responses that are similar to human responses to various prompts and can be used for a variety of natural language processing tasks, including: text completion, conversation simulation, and language translation.

- All students are expected to act with academic integrity and submit original work that is their own
- If artificial intelligence tools are used to assist in the research and writing process, the final submission must not be used as the student's own work
- Any information or ideas obtained from research tools, including artificial intelligence tools, must be properly cited in the final submission.
- Plagiarism, including the submission of work that is not original a student's own, will result in the appropriate penalties as outlined in Section 7.1 Allegations of breaches of academic integrity of the Years 7-9 Assessment Guidelines and Procedures.
- Students are encouraged to seek assistance from teachers and other academic support resources if they have any questions or concerns about using research tools or academic integrity.

Teachers will use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools like Turnitin and artificial intelligence to check the originality of the work submitted by a student.

If a teacher suspects that a student's submission is not their own work, they may require the student to validate their knowledge and understanding through other means, such as in-class validation assessments.

## **7.4 Ensuring the academic integrity of out-of-class assessment tasks**

Student achievement in out-of-class assessment tasks is authenticated by the teacher using a range of strategies including, but not limited to:

- monitoring of student progress during regular observations, reflections, and feedforward opportunities use of plagiarism monitoring software, where practicable
- 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
- Electronic text matching services such as: Turnitin.

## **7.5 Submission of tasks through electronic text matching or code comparative software**

As part of the College's procedures for ensuring academic integrity, work submitted for assessment may be checked using electronic text matching or code comparative software, including but not limited to Turnitin. A copy of all work submitted to Turnitin will be retained on the Turnitin database. This is in compliance with copyright, privacy and data protection laws.

Teachers may use the Originality Report produced by Turnitin which highlights the text in the submission that matches or is similar to another source, and links to the original source. Should a teacher determine that academic misconduct has occurred they will follow Section 7.1 Allegations of breaches of academic integrity of the Years 7-9 Assessment Guidelines and Procedures.

### **7.6 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
- Engage in moderation processes, including external moderation when required.

### **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

Where students have more than one standardised score in a Learning Area, the Leader of Learning in consultation with the Deputy Teaching and Learning PK-12 will determine if enough data is available to accurately report on student achievement.

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

**Review Process**

<b>Year</b>	<b>Reviewed by:</b>	<b>Date of Review</b>
2023	Vice Principal, Deputy Principal Teaching and Learning PK-12, Leaders of Learning Secondary	January 2023