

UPPER SCHOOL ASSESSMENT POLICY (Years 11 and 12)

This policy applies to the assessment of all Year 11 and 12 WACE courses- Foundation, General, ATAR and endorsed programs.

VET programs may be undertaken at and assessed by State Training Providers-WA and other Registered Training Organisations and are subject to some external moderation processes and assessment requirements. The Kiara Big Picture Education inspired program assesses and reports primarily by portfolio and presentations. Our ECU Uni Prep program is assessed under ECU guidelines.

Our assessment processes adhere to the Principals of Assessment- and are educative, fair, valid and reliable.

1.Student responsibilities:

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per 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.
- maintain an assessment file for each pair of units which contains all completed written assessments
- follow the guidelines for VET assessments and storage as outlined by the VET Coordinator/ VET teachers.

2.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 all assessments tasks are fair, valid and reliable.
- provide students with timely assessment feedback and guidance about how best to undertake future tasks.
- maintain accurate records of student achievement.
- meet college and external timelines for assessment and reporting.
- inform students and parents of academic progress as appropriate.

3.Information provided to students

The teacher will provide the following documents by the end of Week 1 each semester:

- The SCSA syllabus for the pair of units (or, where a single unit is being studied in Year 11, for that single unit) which includes the grade descriptions.
- A course outline for the pair of units (or unit or semester) that shows:
 - the content from the syllabus in the sequence in which it will be taught.
 - the approximate time allocated to teach each section of content from the syllabus.
- An assessment outline for the pair of units (or unit) that includes:
 - the number of tasks to be assessed.
 - The approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task).
 - the weighting for each assessment task.
 - the weighting for each assessment type, as specified in the assessment table of the syllabus.
 - a general description of each assessment task.
 - An indication of the content covered by each assessment task.

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4. Assessing student achievement

In each pair of units (or unit), a number of assessment tasks occur during the year/semester including, end of semester exams in all ATAR courses. Some tasks are completed in-class and others are completed out-of-class.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units (or unit).

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Wherever appropriate, the criteria against which the task will be marked will also be provided. Students may be provided with an opportunity to resubmit work if the teacher deems this to be appropriate.

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

5. Modification of the assessment outline

When a student's disability, specific education needs or cultural beliefs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the Head of Learning Area (HoLA)/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units (or unit). This can only occur through the HoLA and must follow the WACE guidelines.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher may vary the submission date (see Section 8 for details).

If circumstances change during the teaching of a pair of units (or unit), requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified.

6. Completion of a pair of units (or unit)

A grade is assigned for each pair of units (or unit) completed.

Students are required to:

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

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the HoLA or Front Office.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable (see Section 8 for details). **If the reason is acceptable, a new deadline will be negotiated and there is no penalty.**

For an out-of-class assessment task submitted after the due date or not submitted, where the student **does not** provide a reason which is acceptable to the school, (see Section 7 for details), **the following penalty will apply for late submission:**

- 10% reduction in the mark for being late. The student will be required to negotiate another due date. If the task is not submitted by the second deadline, then a zero mark will be submitted.

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For a missed in-class assessment task, where the student **does not** provide a reason which is acceptable to the HoLA (see Section 6 for details), the student will receive a mark of zero.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school, the student's assessment outline will, where possible, be provided another opportunity to sit the assessment or a modified version. If this is not possible, an estimated grade may be assigned. If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

7. Year 11 and 12 ATAR Examinations

School Examinations are included in the assessment outline for the pair of units. The weighting for school-based examinations varies between courses and is included in the assessment outline. A written examination will be held in all ATAR courses at the end of each semester. In Year 11 exams are typically 2 or 2.5 hours whereas in Year 12, exams are usually 3 hours long. Students must follow the college exam rules which are based on the SCSA rules used for the ATAR course examinations. All school examination rules and requirements will apply; students will be given a copy of the examination rules and requirements prior to each examination period.

Examination rules

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- 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 mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

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

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- Students will not be permitted to enter

8. Acceptable reasons for non-completion or non-submission

Family holidays during the term or examination period are not considered a valid reason for non-completion or non-submission of assessment tasks. In exceptional circumstances and with sufficient notification, students may apply for a variation in the conditions for assessment.

Under extraordinary circumstances students may need to apply to the subject HoLA for a variation in the conditions for an assessment. These may include unforeseen illness, injury or significant personal circumstances preventing the students from attending on the day of the in-class assessment. This must be supported by a medical certificate and/or full written explanation from the parent. Non-medical reasons will need to then be approved by the HOLA and should this occur, the school will endeavour to reschedule the

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planned assessment through the HoLA.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's license test or family holidays). In exceptional circumstances, the parent/guardian may negotiate with the relevant Associate Principal, who after consultation with the HoLA, will develop an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each pair of units (or unit).

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

9.School examinations

A written examination will be held in all ATAR courses during Semester 1 and Semester 2. Examinations may be scheduled for General courses where considered appropriate by the HoLA. Exams are included in the assessment outline for the pair of units (or, where a single unit is being studied, for that single unit).

A practical/performance/oral exam will also be held in those ATAR courses with a practical, performance or oral ATAR examination. All school examination rules and requirements will apply, students will be given a copy of the examination rules and requirements prior to each examination period.

10.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 contains:

- Identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- Identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

A student is 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, expert)
- copied or downloaded from the internet without acknowledging the source, e.g. artificial intelligence applications (AIA) eg. ChatGPT or similar
- paraphrased 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 responsible for the course. As part of this process, the student will be provided with the right of reply.

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

- **A mark of zero for the whole assessment task, or**
- **A mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.**
- **A penalty awarded at the HoLA's discretion.**

No programmable devices e.g. watch (other than approved calculators) will be permitted for in class assessments and examinations. The parent/guardian will be informed of the penalty and any further disciplinary action.