Year 11 and 12 Assessment Policy

The following information is guided by the on School Curriculum and Standards Authority (SCSA) principles underlining school assessment in all courses and subjects offered at the school. Assessment is used to:

- Measure the learning outcomes of students studying a course.
- Monitor and report on student progress.
- Diagnose learning difficulties.
- Guide course/subject selection.

Assessment Principles:

<table>
<thead>
<tr>
<th>Valid</th>
<th>Assessment tasks provide accurate and valid information on the knowledge, skills and understandings expected of students.</th>
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</thead>
<tbody>
<tr>
<td>Educative</td>
<td>Assessment makes a positive contribution to student learning.</td>
</tr>
<tr>
<td>Explicit</td>
<td>Assessment criteria and marking keys are explicit and provide a clear basis for judgements.</td>
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<tr>
<td>Fair</td>
<td>Assessment is demonstrably fair to all students and does not discriminate on grounds that are irrelevant to student achievement (such as gender, disability or ethnicity).</td>
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<tr>
<td>Comprehensive</td>
<td>Judgements on student progress and achievement are based on multiple assessment tasks of various types.</td>
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Quality School Assessments Ensure:

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Assessment tasks are consistent, accurate and can be used with different groups of students to produce meaningful data.</th>
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<tbody>
<tr>
<td>Discrimination</td>
<td>Assessment tasks have the capacity to differentiate performance.</td>
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<tr>
<td>Relevance</td>
<td>Assessment tasks are consistent with the teaching and learning program and assist students in meeting the outcomes or the requirements of the course or subject.</td>
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</table>
What is required of the School?

Great Southern Grammar will provide students with:

- An assessment policy based on School Curriculum and Standards Authority (SCSA) guidelines.
- A copy of the syllabus for each course studied; the assessment outline for each course, including the type and frequency of assessment and the weightings of the assessments.
- Access to teachers’ assessment documentation and marked assessments for that student, if requested.

The School will:

- Conduct internal comparability where more than one teacher is teaching a course.
- Participate in moderation, validations and consensus moderation.
- Provide students and parents with on-going reports of students’ academic progress.

What is required of Students?

In order to successfully complete their courses, students are required to:

- Complete all assessments in each course studied by the due dates.
- Liaise with teachers concerning absence from class due to a valid reason, extension requests and other assessment matters.
- Work Place Learning (WPL) and VET students are to organise a ‘buddy’ in each class to collect handouts, assessment materials and other course materials.
- Ensure that all submitted assessments are their own work.
- Maintain folios of work for each course containing all assessments and make them available as required for moderation and consensus purposes.
- Maintain a good attendance record in each course studied.

Assessment Protocols

It is each student’s responsibility to submit assessments on time.

- Assessment schedules will clearly indicate when assessment tasks are due. Any deviation from the schedule will be negotiated in advance with students.
- Students need to notify teachers if a clash of assessments occurs – particularly in-class assessments. The School will endeavour to ensure that there are no more than two such tasks on a day, where possible.
- Student requests for extensions must be made directly to the relevant classroom teacher via a note signed by parents or email at least three school days before the assessment is due. Each case will be determined on its merits.
- Students under suspension are still required to submit assessments on the due dates.
- Late assessments will incur a penalty: 10% per day (including weekends) and will result in a mark of zero after three days; unless a valid excuse is provided, such as a doctor’s certificate. The assessment must be completed and provided to the teacher regardless of a mark of zero in order to meet the course completion requirements.
- Parents/guardians will be notified when students have failed to complete assessments, or have submitted them late.
- The school will determine whether the reason for non-completion or non-submission of an assessment task is acceptable and make reasonable adjustments to the task or the assessment program. Where students have been absent they should come to school prepared to sit the assessment on the day they return, unless advised otherwise.

- Final dates for submission of assessed work:  
  - Year 12 – 16 October 2017
  - Year 11 – 24 November 2017
VET Course Assessment

- VET assessment is competency based: students are assessed by a Registered Training Organisation (RTO) qualified assessor against a prescribed standard.
- All performance criteria must be met concurrently to demonstrate competency.
- The RTO informs the school of student achievement which is forwarded to the School Curriculum and Standards Authority (SCSA).

Assessment Task Reliability

Cheating, Collusion, Plagiarism, Compromise

- Students shown to have cheated will be penalised: a mark of zero will be recorded for the assessment.
- Students who plagiarise (present the work of others as their own without acknowledging the source e.g. downloads from the Internet) will be penalised as above.
- Students who allow others to use their work will be penalised 50% of the marks they would have been awarded for the task.
- Students who have acted in a way that jeopardises the validity of an assessment item (for example, but not limited to: not handing in an examination or in-class assessment item at the end of the assessment period) will be penalised.
- In the case of both cheating and plagiarism, students will be required to repeat the assessment task, demonstrating their own work, in order to meet the course completion requirement.

Authentication of Out-Of-Class Assessments

- Students are required to provide the materials used in developing the task (e.g. notes, drafts, copies of information used) where requested.

Reporting of Student Achievements

- Results will be reported to the SCSA: a grade for each unit and the School mark for each unit.
- Results reported by the School are not finalised until approved by the SCSA and marks are subject to adjustment by the SCSA.

Students With Special Needs

Details of the School Curriculum and Standards Authority’s guidelines for students with special needs are available on the SCSA website (WACE manual) or from the Director of Teaching and Learning.

Students with Disabilities and/or Specific Learning Disabilities:

The school will:

- Provide extra time or and/or special provisions for students to complete assessments where medical evidence is provided, consistent with special provisions for external assessments and course requirements.
- Provide alternate opportunities for students to demonstrate their learning, subject to medical evidence.
- Provide assistance to students consistent with the special provisions for WACE examinations.

Parents are required to:

- Inform the School of any disabilities upon enrolment.
- Provide information regarding any changes that may affect their child’s progress.
Special Circumstances

Absences
Students should ensure they attend all classes where possible. Explanation for absences must be provided, along with appropriate supporting documentation such as a doctor’s certificate.

The school will:

- Provide an opportunity for students to complete tasks at an alternate time when a valid excuse is provided. This will usually be after school hours; for example, in Academic Support time.
- Provide appropriate materials via the relevant Head of House when prolonged absence occurs due to illness or injury.
- Contact parents where unexplained absences occur. Students may be graded as ‘unfinished’ if a valid excuse for such absences is not provided.

Students are required to:

- Collect work from their teachers when they know they will be away from school before the absence occurs.
- Catch up on missed work when the absence was not planned.

Parents are required to:

- Notify the School of student absence – by phone, email, note or doctor’s certificate (the latter being required for assessments and examinations).
- Request a ‘leave of absence’ from the Principal where extended leave (e.g. family holiday) is required.

Chronic/Frequent Illness
In cases where students are unable to attend due to chronic or frequent illness the school will:

- Provide alternate assessments, where possible, that do not compromise comparability requirements.
- Use SCSA guidelines regarding the completion of assessments to determine a final mark and grade: all required assessments must be completed.

A final decision on whether the school can provide adequate support for students who suffer chronic/frequent illness will be made by the Principal in conjunction with the Director of Teaching and Learning.

Catastrophic Events – e.g. ‘flu pandemic

- Teachers and Heads of Learning Areas in consultation with the Director of Teaching and Learning will make a judgement on the modification of assessment outlines and/or student achievement based on completed tasks.
- Students and parents will be informed of this decision.

Special Circumstances: Transfer Between Courses/Subjects
Where a student makes a late change, or is a late arrival at the school, Great Southern Grammar will endeavour to assist students to meet the required outcomes of the course.

- Where a student leaves GSG during the year, recognition will be given for work completed.
- A student entering GSG during the year is required to provide a statement of results and evidence of completed work: recognition of comparable achievement will be given once this is provided.
• Students cannot be given credit for work not completed in a subject – where possible, students will be given the opportunity to complete missed assessments and must negotiate deadlines with the relevant teacher and/or Head of Learning Area.

**Examinations**

• First semester examinations are scheduled for both Year 11 and 12 during Term Two.
• Year 12 students will sit their second semester exams at the end of Term Three.
• Year 10 and 11 students will sit second semester exams towards the end of Term Four.

**The school will provide:**

• Examination timetables and rules prior to the examinations. Examination rules and penalties reflect those of the WACE examinations, and will be provided to students.

**Students are required to:**

• Attend the examinations for the courses they are studying. Early leave is not regarded as a valid excuse for not attending examinations.

**Parents are required to:**

• Forward a doctor’s certificate when a student is ill and unable to sit an examination. This reflects SCSA requirements of the WACE examinations.

**Changing Courses**

Course changes are permitted, but are conditional upon the ability of the school to provide for the change and are subject to approval from class teachers, parents and the Director of Teaching and Learning.

**Students are not permitted to change classes without this approval.**

• Student consults class teacher, parents and Head of House.
• A **Change of Course** form is completed by the student, parents and teachers involved, and returned to the Head of House.
• Students are to attend their timetabled classes until provided with a new timetable.
• Teachers will be provided with written advice of a student’s change of class – teachers will not accept new students without this information.
• Students in Year Twelve who wish to change from six to five subjects must consult the Head of House or Director of Teaching and Learning. NB: only students undertaking five ATAR courses in Year Twelve will be permitted to have a study line.
• Course changes will not be permitted if they compromise satisfactory completion of a course.

**NB.** Course/subject changes will be permitted in the first three weeks of Term One and only in special circumstances after this time.

**Last date for student initiated course changes: 28 February 2017**

**Last date for teacher initiated course changes: 10 March 2017**
Grading

In order to achieve a grade, students must complete the prescribed assessment requirements for all courses studied.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
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<tr>
<td>B</td>
<td>High achievement</td>
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<tr>
<td>C</td>
<td>Satisfactory achievement</td>
</tr>
<tr>
<td>D</td>
<td>Limited achievement</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory achievement</td>
</tr>
<tr>
<td>U</td>
<td>Requirements not completed</td>
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</tbody>
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Student Appeals

- Students will be informed of their final grades before they are finalised with SCSA.
- Appeals must be made to the school within one week of this notification and students must provide their assessment portfolios to support their appeal. N.B. Students can only appeal the assessment procedures followed, not the level of teacher marking.
- A meeting will take place between the Director of Teaching and Learning, the student and parents involved.
- A letter will be forwarded by the Director of Teaching and Learning to parents/guardians informing them of the outcome of the appeal.
- Applications to SCSA will not be considered unless a review has been completed at the school level.

Maximising Assessment Results (including Examinations)

Successful students use a number of strategies to achieve the best results of which they are capable. Such students:

- take their diaries to class each lesson to record tasks and due dates;
- use their homework and study planner to prioritise and organise time for completion of assessments, and in order to avoid clashes;
- allocate regular time for study purposes (NB: homework is NOT the same as study);
- use their study time to revise for tests and exams;
- devote more study time to those subjects they find difficult than those they find easy;
- ask their teachers questions when they do not understand a concept in class, or when they come across a problem during study;
- attend Academic Support on a regular basis to access assistance from teachers, practise past tests and exams, or do some study or homework; and
- keep things in perspective and allow time for exercise/sport, leisure and social activities.