



# Canning Vale College

## Senior Secondary Assessment Policy

This policy is provided to all senior secondary students at Canning Vale College and is based on the School Curriculum and Standards Authority requirements. It has been developed so that student, parents and teachers are aware of their rights and responsibilities in the teaching, learning and assessment process. Please note that there are specific assessment requirements for students associated with the particular School Curriculum and Standards Authority subjects in which they are enrolled. (See Subject Assessment Outlines.)

All students are enrolled in a combination of WACE courses. Some students are also gaining credit for the WACE by undertaking one of the vocational education and training (VET) programs and/or one or more of the endorsed programs which are available at the College. The VET programs are delivered and assessed by a registered training organization (RTO). College staff deliver these endorsed programs and the RTO validates the evidence of achievement.

This policy covers the assessment of all WACE courses at Preliminary, Foundation, General or ATAR level.

Assessment assists teachers and schools in:

- monitoring the progress and achievement of students
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents and the School Curriculum and Standards Authority
- whole-school and system planning, reporting and accountability procedures

The assessment of students should be valid, educative, explicit fair, and reliable. All assessment tasks should have the following characteristics: be reliable, be fair and relevant.

### **1 Student responsibilities**

It is the responsibility of the student to:

- Follow the direction provided in the course outline and assessment schedule
- complete all assessment tasks by the due date
- maintain an assessment file for each unit (or pair of units) studied which is to be stored at the college
- maintain a good record of attendance, conduct and progress. *Absences from class may result in a student not fulfilling the requirements of a subject and thus will be deemed as unable to be assessed. Potential achievement will not be considered. A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of failure and of not achieving the best possible result for the unit or pair of units. Parent/Caregivers will be notified concerning unexplained and/or ongoing student absences from class, missed assessment, extension requests and other issues pertaining to assessment.*
- 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.

### **2 Teacher responsibilities**

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the School Curriculum and Standards Authority requirements and guidelines for the course
- provide students with a course outline and an assessment outline at the start of the course
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement using the RTP online Assessment Outlines.
- meet college and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate.
- if requested, provide the School Curriculum and Standards Authority with access to assessment documentation and marked assessment tasks for all students
- comply with course meeting and professional development requirement of the School Curriculum and Standards Authority
- be involved in internal comparability processes where more than one teacher is teaching the course within the school

### **3 Information provided to students**

At the start of each unit (or pair of units) the teacher will provide each student access to the following:

- the syllabus for the course
- a course unit outline that includes the following information:
  - the content
  - the sequence in which the content will be taught
  - the approximate time to teach each section of the unit (or pair of units).
- an assessment outline that includes the following information:
  - the assessment types
  - the weighting for each assessment type
  - the weighting for each assessment task
  - a general description of each assessment task
  - a general indication of the content covered by each assessment task
  - an indication of the outcomes covered by each assessment task
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each unit (or pair of units) a number of assessment tasks occur during the semester/year (including, end of semester exams in all ATAR courses and an Externally Set task in General Courses—see Section 12 for details). 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 unit or pair of units.

During every unit (or pair of units), 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.

For ATAR courses, teachers will endeavour to avoid assessments within five school days of examinations.

### **4 Modification of the assessment outline**

When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the Head of Learning Area. An individual education plan will be developed, that is in line with SCSA and the particular course requirements, showing any modifications to the assessment outline for the unit or pair of units.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the Head of Learning Area and in line with SCASA and the particular course requirements. An individual education plan will be developed showing any modifications to the assessment outline for the unit or pair of units.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate an extension to the submission date. The student must show the teacher work completed to date, then negotiate a revised due date. The granting of an extension will always be at the discretion of the teacher who will consider fairness for all students when making decisions about adjusting timelines for a particular student. Should a student not apply for or receive an extension then the same consequences will apply as those for missed work when there is no satisfactory explanation.

If circumstances change during the teaching of a unit (or pair of units), requiring the teacher to make adjustments to scheduled assessment tasks then an updated copy of the assessment outline will be provided to students clearly indicating the changes.

### **5 Completion of a course unit**

A grade is assigned for each unit (or pair of units) completed (unless for reasons acceptable to the college the student is not able to complete the college's structured education and assessment program within the given timeframe).

If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and thus will be deemed as unable to be assessed. Potential achievement will not be considered.

A student who is absent for five periods/days or more per term is deemed to be at risk. Parent/Caregivers will be notified concerning unexplained and/or ongoing student absences from class, missed assessment, extension requests and other issues pertaining to assessment.

Students are required to:

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

Unless there is a reason that is acceptable to the college (see Section 6 for details) failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student either:

- receiving a lower grade than expected at the end of the unit or pair of units (if the reason for non-completion/submission is not acceptable to the college), **or**
- receiving a 'U' (Unfinished) notation instead of a grade (if the reason for non-completion/submission is acceptable to the college and the student can complete other work in the future to allow the college to assign a grade).

[Note: A 'U' notation can be converted to a grade]

For an out-of-class assessment task, where the student **does not** provide a reason that is acceptable to the college the parents will be notified that the assessment has not been submitted and that no satisfactory explanation has been provided and the following penalties apply:

- 5% reduction in the mark per school day late up to 25% for five days
- If submitted after 5 days and up to 10 school days late a maximum mark of 50% may be allocated for a satisfactorily completed assessment.
- A mark of zero if submitted more than 10 school days late without a satisfactory explanation or not submitted.

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

For a missed in-class assessment task, where the student **does not** provide a reason that is acceptable to the college, the student will receive a mark of zero.

If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the unit (or pair of units) and to negotiate a solution.

## **6 Acceptable reasons for non-completion or non-submission**

The penalty for non-completion or non-submission will be waived if the student provides a reason that is acceptable to the college. For example:

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.
- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission.

In such cases the **parent/guardian must:**

- contact the college before 8.30am on the day **and**
- provide **written evidence** in the form of either a medical certificate or a letter of explanation immediately upon the student's return.

Where the student provides a reason that is acceptable to the college for the non-completion or non-submission of an assessment task the teacher in consultation with the HOLA will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential)

Attending an event that can be rescheduled is not a valid reason for non-completion or non-submission of an assessment task (e.g., preparation for the college ball). **Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task.**

In exceptional circumstances, the parent/guardian may discuss with the HOLA, in consultation with the Associate Principal Curriculum and Student Performance, the development of 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 unit or pair of units. If the student is absent during term for acceptable reasons (eg bereavement, cultural reasons) the student will be required to complete a Planned Student Absence form which will detail any work that must be completed, rescheduled tasks etc., this is signed by all teachers and a copy maintained on the student file.

Where a catastrophic event (e.g. a pandemic, school closure) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the college examination timetable, students will be advised by the Head of Learning Area of modifications to the task requirements and/or the assessment outline, including the due date.

## **7 Transfer between courses/units**

Generally, it is not possible to change courses after the first month of that course as to do so will place the student at risk of not completing the requirements of that course. When a student commences a unit (or pair of units) late they are at risk of being disadvantaged compared to others in the class. An application to transfer between courses or units must have parental support and is made to the Manager of Operations before the deadline below. Any course change will depend on the ability of the school to provide for the change. A meeting may be held with the parent/caregiver to discuss student progress and the requirements necessary for the student to be assigned a grade in the unit (or pair of units) into which they wish to transfer.

The deadline for course/unit changes is **Wednesday of Week 5 of Term 1**.

Generally, students cannot be given credit for work not completed in the new course. However, if possible recognition of comparable achievement in a different unit in the same course, or a unit in a similar course, will be given. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student in writing.

Any request for changing a course must adhere to the WACE schedule dates set out by the School Curriculum and Standards Authority. All changes must be made using the appropriate proforma and must have parental approval. All changes must be negotiated through the Associate Principal or their delegate.

## **8 Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the college with the details of all completed assessment tasks. The Manager of Operations will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area/teacher-in-charge will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Canning Vale College]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student in writing.

## **9 Authenticity of Student Work**

A student's achievement in out-of-class assessment tasks is authenticated by the teacher. To authenticate that the student has completed an out-of-class assessment without any unfair assistance a number of the following strategies will be used:

- Teachers will monitor student progress in the development of the task including sighting notes, plans and edited drafts.

- Students provide evidence of notes, plans and edited drafts with final submitted task. If students are working on a computer, they must print off enough drafts to show that the work is original.
- Students complete the task partially at home and partially in the class.
- Students are required to sign a declaration stating that all unacknowledged work is their own.

## 10 Cheating, Collusion and Plagiarism

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.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area who determines if this behaviour has occurred. 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 it has been copied or plagiarised.

When a student submits evidence that is not his or her own work for assessment – this is described as collusion. This evidence will not be accepted. The student will be deemed not to have attempted the task and an E or 0 may be given. When required the student must show authenticity of their work by submitting notes, references (used and drafts), including draft versions of computer generated work to establish that collusion has not occurred. The student who allows work to be copied either deliberately or unknowingly or provides details of assessments to other students may receive a mark of zero for a test or examination, or may be deemed not to have attempted the assessment

The parent/guardian will be informed of any suspected cheating, colluding or plagiarism and of any penalties and any further disciplinary action applied.

## 11 Security of Assessment Tasks

Where there is more than one class studying the same unit at the college, most or all of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalized as per point 10.

Where the college uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

## 12 Examinations

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. In those courses with a practical/performance/oral WACE examination, a practical/performance/oral exam will also be held.

Examinations may be scheduled for General Courses where considered appropriate by the Head of Learning Area. In some courses with a practical/performance/oral component, a practical/performance/oral exam will also be held. This will be included in the assessment outline for the unit/s. All year 12 students studying General courses will be required to undertake the Externally Set Task during weeks 3 - 5 of Term 2.

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Associate Principal Curriculum and Student Performance before the examination date. If a student is unwell on the day of an examination, Student Engagement and Support should be advised by telephone and a Sickness/Misadventure Form must be completed by the student/parent and provided on return to school.

**Participating in family holidays will not be accepted as an exceptional circumstance.**

The examination timetable and a copy of the examination Rules for Conduct will be issued to students 3 weeks before the commencement of the exam period. The school bases its Rules for Conduct on the School Curriculum and Standards Authority's rules, procedures and penalties for the conduct of WACE exams. When attending exams

or significant tests students must adhere to the rules that pertain to that exam or test. Infringement will result in the following penalties:

Breaches of examination rules and maximum penalties that might apply include but are not limited to:

- *Impersonation of a candidate* – cancellation of all papers, exclusion from remaining examinations in that year, and the matter reported to the police.
- *Collusion between candidates* – cancellation of that course paper of each of those involved, together with an inspection of prior papers in any common examination for evidence of collusion.
- *Possession or knowledge of examination questions before an examination* – cancellation of all the candidate's examination papers, and the matter being reported to the police.
- *Possession of unauthorised materials in the examination room* – cancellation of part or all of the examination raw mark where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established). Possession of a calculator in an examination for which it is not approved will result in the cancellation of 25 per cent of the candidate's total marks for that examination.
- *Markings on authorised materials in the examination room* – cancellation of part or all of the examination raw mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established).
- *Removal of examination materials* – unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) removed, and the matter reported to the police.
- *Examination room behaviour* – blatant disregard of examination room regulations will result in the removal of the candidate from the examination room.
- *Failure to follow examination instructions* – cancellation of part or all of the examination raw mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over the other candidates.

### 13 Reporting Achievement

Students will be kept informed of their progress throughout their enrolment in a subject.

- Course Grade Related Descriptors (GRDs) describe the range of performances and achievement characteristics of grades A, B, C, D and E.
- In the case of courses, students will be assessed on the basis of the performance criteria outlined in the School Curriculum and Standards Authority's Rating and Grading Procedures for the subject.

Grade related descriptors are located at the School Curriculum and Standards Authority website <http://www.scsa.wa.edu.au>.

Teachers will assess completed tasks and relay assessment information to the student promptly. Students and parents/guardians will be informed when it is identified by the teacher that there is a risk of the student:

- significantly underachieving;
- not completing the subject and/or;
- being awarded a grade of D or E.

Canning Vale College reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a comment by the teacher for each unit (or pair of units) and the following information:

- a grade for the unit/s
- a mark for the unit/s (the weighted total mark for all assessment tasks in the unit/s, including the school exam/s)
- a mark in the Semester exam where appropriate.

In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

At the end of the year, students will be provided with a Canning Vale College statement of results which lists the grade for each unit (or pair of units), and where required, the school mark, which was submitted to the School Curriculum and Standards Authority.

All grades on Semester 1 and 2 reports are subject to the School Curriculum and Standards Authority approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by Canning Vale College.

For all Year 12 students, for each ATAR course unit, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the process that the Council uses to adjust the marks submitted by the college are available on the School Curriculum and Standards Authority website at [http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses) Information about calculating the ATAR for university entry is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

## 14 Reviewing Marks and Grades

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a unit (or pair of units) they should, in the first instance, discuss the issue with the teacher. If an assessment issue cannot be resolved through discussion with the teacher, then the student (or parent/guardian) should make an appointment with the Head of Learning Area of the course. The student (or parent/guardian) can request, in writing immediately or within 3 working days, that the college conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the unit (or pair of units) does not meet the School Curriculum and Standards Authority requirements
- the assessment procedures used in the class do not conform with the college's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/s
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian).

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Associate Principal Curriculum and Student Performance. Authority representatives will then independently investigate the situation and report to the Authority's student appeal committee. If the committee upholds a student appeal the college will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

## 15 Assessing Students with Special Education Needs

The school will ensure that students with special education needs are catered for in appropriate ways and in accordance with the School Curriculum and Standards Authority guidelines.

- Students who are unable to complete an assessment task because of their special education needs are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a special education need who require additional assistance to complete an assessment task are provided with special considerations and/or arrangements which are consistent with those provided in the WACE examinations conducted by the Authority. This may apply to practical or written assessments.

Students who are concerned about their eligibility for consideration **MUST** contact the Associate Principal Curriculum and Student Performance.

**Mr Paul Bottcher**  
**Principal**  
**2020**



***This page is to be signed now by the student and returned to your Home Room Teacher when signed by the parent.***

I acknowledge that I have read and understood both the **Senior Secondary Assessment Policy** and **Code of Conduct**.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Name : \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The Senior Secondary Assessment Policy and Code of Conduct documents are to be retained by the student. **The signed acknowledgement is returned to the school.**

A copy of this policy is available on the Canning Vale College web site as well as on the College Connect Community.