



Assessment and Reporting Policy K-12

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Staff Handbook

Contents

1. PURPOSE	3
2. SCOPE	3
3. DEFINITIONS	3
4. POLICY DETAILS	3
4.1. Reporting	5
4.2. Assessment processes	6
4.3. Course selection and completion	14
4.4. Teacher responsibilities	14
4.5. Information provided to students	14
4.6. Student responsibilities	15
5. RELATED DOCUMENTATION	16

1. PURPOSE

Assessment is an integral part of a student's education. It occurs in our school setting whenever a staff member consciously obtains and interprets information on the intended student learning outcomes of a teaching-learning program / course (this is an important professional responsibility). Grades and performance indicators are arrived at on the basis of the information collected to date, and teachers are accountable for the judgments they arrive at. The curriculum at GMAS aims at a fair and just assessment criteria being applied equally to all students. Students are made aware of all assessments via an assessment schedule in all Learning Areas

2. SCOPE

This policy covers all students at GMAS from Kindergarten to Year 12.

3. DEFINITIONS

ASC: Anglican Schools Commission

GMAS: Georgiana Molloy Anglican School

SCSA/the Authority: School Curriculum and Standards Authority

The School: Georgiana Molloy Anglican School

WACE: Western Australian Certificate of Education

4. POLICY DETAILS

Assessments should be integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgments to be made about students' progress in ways that contribute to ongoing learning.

Assessments should be educative

Assessment practices should be educationally sound and contribute to learning. They should encourage in-depth and long-term learning, provide feedback that assists students in learning and informs teachers' planning, and where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.

Assessments should be fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background, language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

Assessments should account for special needs

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and / or practical assessment tasks (including school examinations) adjusted by the teacher.

Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessments of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

Assessments should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide 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.

Each Learning Area is responsible for the assessment schedule of each specific teaching-learning program / Course i.e.:

- What is to be assessed
- How and when it is to be assessed
- How the procedures outlined allow for individual students to complete successful curriculum undertakings

Curriculum and assessment are determined by the School Curriculum and Standards Authority (SCSA) - Years 7-12.

Internal Comparability

The following procedures are necessary to ensure comparability.

- Planning
- Assessment Strategies
- Marking Moderation / Validation
- Grading
- Records of achievement

Retention and disposal of student work (Years 11 and 12)

Students are responsible for retaining all of their marked written assessment tasks. GMAS will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the SCSA for moderation purposes.

To assist students, GMAS establishes an assessment file for each student for each course / program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been

accepted by the SCSA. All assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of.

1.1. Reporting

Reporting is the regular communication of relevant information to parents/caregivers on student progress and achievement.

Reporting to parents is a key component in building and maintaining relationships between the school and parents/caregivers.

GMAS fosters open relationships with parents/caregivers based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

Formal reports will be issued each semester. Year 12 students do not receive a formal report from the school at the conclusion of the academic year. They will receive a Statement of Results showing the marks and grades being submitted to SCSA. To give parents and students early feedback, a Settling-In Report on the progress of learning will be issued in Term 1.

GMAS reporting schedules include:

SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"> • Information booklets to parents outlining philosophy and programs • Informal reporting e.g. parent contacts, phone calls, emails, diary entries SEQTA • GMAS Newsletter – What’s On • Formal meetings on request • Year 12 Externally Set Task Assessments (General Courses only) • Work Samples (CATs, EPW, Tests, Exams) • Settling in report • Formal report. Written summative report • Parent interviews • OLNA report 	<ul style="list-style-type: none"> • Informal reporting e.g. parent contacts, phone calls, emails, diary entries SEQTA • GMAS Newsletter – What’s On • Formal meetings on request • Work Samples (CATs, EPW, Tests, Exams) • Formal report. Written summative report. • Parent interviews • Year 7 & 9 NAPLAN reports • OLNA report • PAT report

1.2. Assessment processes

GMAS engages in both-school based diagnostic, formative and summative assessment processes and external assessment processes.

Diagnostic Assessment

Diagnostic assessment is usually conducted before instruction, focusing on one area or domain of knowledge. It provides the teacher with information on a student's prior knowledge and can assist in developing lesson planning and differentiated instruction.

Formative Assessment

Formative assessment is used to monitor progress during a learning sequence and provides continuous feedback to teachers and students, enabling them to monitor progress during a learning sequence and provides continuous feedback to teachers and students about their progress with the specific purpose of helping them to improve. At GMAS we will facilitate formative assessment through the use of anecdotal records, work samples, teacher made tests, checklists, and peer and self-assessments. These will be reported to parents through parent contacts and parent/teacher meetings and case conferences.

Summative Assessment

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs. It is supported at GMAS through formal semester reports.

Assessment Tasks

The day and date on which an assessment is due is clearly notified by the teacher to the student at the time of setting the assessment and should be recorded in the student's diary, course assessment outline on SEQTA and teacher planning page on SEQTA. All students will receive an assessment schedule for the academic year for each course they undertake.

If a task is submitted more than three days late without a valid reason, the teacher will assess the work, but late work will only be marked for diagnostic purposes.

Parents will be notified by the class teacher if a student fails to submit a task, i.e. gains no credit or a late penalty. Parents will be notified in writing within the week of the task not being submitted.

For any late assessment task, where the student does not provide a reason which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark (if submitted one day late) or
- 20% reduction in the mark (if submitted two days late) or
- 30% reduction in the mark (if submitted three days late) or

- a mark of zero (if submitted more than three school days late or not submitted)

Staff will release marks for assessments via SEQTA after 7am on the day that the assessment is being handed back.

NOTE: 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**. Weekends count as 2 days, assessments can be submitted electronically via SEQTA or email to avoid a 2 day penalty.

For any missed in-class assessment task where the student does not provide a reason to the class teacher which is acceptable to the school, a student will receive a mark of zero.

Moderation

To support consistency of teacher judgments, teachers will have opportunities to engage in various forms of moderation including:

- Collaboration during the planning, teaching and assessment cycle
- In school and across school's moderation exercises to determine levels of achievement
- Reference to SCSA and WA Curriculum exemplars and work samples
- External assessment data including OLNA, PAT Tests, NAPLAN, ICAS, WACE Exams etc.

Missing Assessments

If a student misses an assessment due to a verifiable illness, the task may be administered as soon as practical upon the student's return to classes.

The length and cause of absence will be taken into consideration when arriving at this decision.

If doubt arises regarding the validity of having the student complete the same task as the rest of the cohort/class at a later date, the course teacher will discuss the matter with the Head of Department and alternative arrangements may be made. The Head of Department will communicate the outcome.

Once assessments have been corrected and handed back to other students the assessment may only be given to students, who have not submitted it due to absence/other cause, as a diagnostic device.

All personal commitments preventing a student completing an assessment should be verified by the parent/s in writing or via a telephone call to the teacher concerned.

Students who miss an assessment due to illness may be required to provide a doctor's certificate to verify this illness.

Students who are absent for a considerable time, may have their grade estimated within their class/year group (if sufficient evidence had been gathered to date).

Failure of a year 11/12 student to submit an assessment / task, (even if a zero is to be awarded due to lateness) without due cause, can result in an E (very low achievement) being awarded. This has ramifications for University / TAFE Entrance and WACE graduation requirements

Assessment Re-submission

Students may be provided with an additional opportunity to complete a task if the teacher deems that it is feasible and is prepared to re-set a task that meets the required outcomes.

This is also applicable if the student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome/s.

Alternative Assessment /Tasks

The teacher has the discretion to give students alternative assessments / tasks. These may count as ratings where there is due cause for this to be the case e.g. late enrolment, illness etc. In cases where the original assessment / task piece has been assessed and returned to the other students it is most unlikely that the same assessment / task piece can be used. An alternative needs to be arranged. It should be noted that this assessment / task must cover all components of the original assessment / task.

In Year 11 and 12, alternative assessments / tasks may also be given simply to ensure a course is completed.

Where a student does not have a satisfactory reason for missing an assessment / task piece then an alternative assessment / task or an extension can be used, not for grading, but to satisfy course completion. Again, it should be noted that this assessment / task must cover all components of the original piece of work.

Students who miss an assessment / task due to the infringement of school rules or unauthorised absence from class will need to make arrangements so that credit for any assessments / tasks missed is to be granted. Students placed on in-school suspension will be able to sit any assessment piece during the time of the suspension.

Oral Presentations

In order for students to be given an alternative option to present only to a teacher, evidence needs to be provided of a genuine medical reason why students are not able to present verbally in front of the class for fairness and equity to all students. This includes; a medical certificate from a doctor, current or past diagnosis of anxiety from a clinical psychologist, a

CAP that specifies not reading/speaking in front of a class, a recent traumatic event (family bereavement) or a history on SEQTA of getting support for mental health concerns through the School Psychologist or other Mental Health services.

Assessment of Students with Special Educational needs

Students with a diagnosed disability will, where their disability, impaired or medical condition will significantly affect their access to a particular assessment task, have written and / or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area / teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the *SCSA Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Where a student's cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Head of Learning Area / teacher-in-charge responsible for the course.

Extensions to Assessment Due Dates

The classroom teacher has the discretionary power to differentiate between cases for which there is an acceptable reason for a student not attempting an assessment / task and cases in which there is not an acceptable reason.

These reasons must be valid and may include illness, injury and other verifiable circumstances. Early request from a student for an extension is advisable, if and when possible.

Students who miss an assessment / task due to illness may be required to provide a doctor's certificate to verify this illness.

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

Reasonable Attempt at an Assessment / Task

Students must make a reasonable attempt to complete the assessment task. Submitting partly completed work is unsatisfactory. The student must demonstrate that, on-balance; a genuine effort has been made. Furthermore, in Year 11 and 12, should it be determined that

a reasonable attempt has not been made the student and parent/s will be informed. The teacher's aim is to guide the student through a process that will see the assessment / task piece being completed without giving the student an unfair advantage. It may be that the best the teacher can do is accepting the work for the purpose of course completion. It is the teacher who has the discretionary power to make this judgment.

Cheating / Collusion / Plagiarism

Collusion is when a student submits work produced by another individual for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, work is essentially copied.

If cheating / collusion or plagiarism in an assignment / task occurs then no marks will be awarded for those parts of the assessment. Students may need to be given an alternative assessment / task or an extension, at the discretion of the teacher, noting that the subsequent result would be used only to satisfy unit completion, and would not be used to calculate the student's final grade.

Furthermore, a student who assists another student unfairly may, at the discretion of the teacher, be treated in the same manner as those outlined above.

In all cases of cheating a communication is sent to the parent/s by the relevant teacher who makes a record of the incident to monitor any pattern.

Tests / Examinations / Externally Set Tasks

Students must attend scheduled examinations and adhere to the examination rules which are issued with the examination timetable. Infringement of examination rules will result in an appropriate penalty.

In exceptional circumstances, alternative arrangements may be negotiated through the Head of School before the examination date. Participating in family holidays will not be accepted as an exceptional circumstance.

Year 7-10 Students who are absent during examinations for valid reasons must, if possible, sit their missed examination/s at an alternative time or times. These times will be within the examination period, as close as possible to the original time slot, and must be determined in conjunction with the relevant Head of Department. An alternative examination paper may be used if the security of the original paper is regarded as compromised.

Year 11 / 12 Students who miss exams will need to provide a medical certificate to have a mark estimated, as per SCSA regulations.

Students who miss examinations will normally be required to complete the missed examination/s later, in the student's own time, for the educational benefit including feedback and marks.

Where students do not sit an examination paper with valid reason, a cumulative mark (based on completed assessments) and grade if required, will be reported.

Parents must notify the school as soon as possible if a student is unable to attend an examination and must provide a medical certificate or other written advice from a health professional to support a claim of illness. In the case of mental health issues, only medical certificates issued by Psychologists / Psychiatrists are acceptable (not GPs or other medical / paramedical clinicians who are not qualified to assess mental health issues).

If cheating in a test or examination is established, or an exam is missed without valid reason, then a zero will be awarded for the exam.

Courses in Years 11 and 12 are delivered with unit content taught concurrently (i.e. the 2 units are mixed throughout the year). Semester exams, and (particularly) end of year exams will contain material from both units. Students changing courses during the year will need to catch up on missed course work in order to cope successfully with these exams.

Externally set tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. The assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by SCSA based on the content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the SCSA requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- a predicated EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

Prolonged Absence Due To Illness

If a student is injured or away for an extended period due to illness, and unable to complete practical or written work, the student is referred to the Head of School who will decide on appropriate action, in consultation with the school staff.

Extended holidays

The school recognises the education benefits of overseas travel and the importance to families of periodic reunions. If parents wish to take extended family holidays overseas, they are encouraged to do so, as far as possible during the school vacations.

When parents are contemplating an extended holiday in school time, they are asked to consult with the respective Head of School well in advance so that every step can be taken to minimise the disruptive effect on the student's progress at school.

The class teacher on request (made at least a fortnight in advance), will provide a brief outline of the course content to be covered during the student's absence. It should be noted that the school does not normally have the resources to provide additional tuition outside class time to compensate for loss of tuition time; however, individual teachers may choose to provide some additional outside class time tuition.

Assessment Review and Appeal Processes

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a 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 the parent / guardian) should approach the relevant Head of Learning Area / teacher in charge responsible for the course.

The student or their parent / guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the GMAS Assessment and Reporting Years 7-12.
- procedural errors have occurred in the determination of the course mark and / or grade
- computational errors have occurred in the determination of the course mark.

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 their parent / guardian.

If this review does not resolve the matter, the student (or parent / guardian) may appeal to the SCSA (for Year 11 / 12 Courses only) using an appeal form which is available from the Head of Curriculum or the Authority website. Authority representatives will then independently investigate the claim and report the Authority's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and / or grade and where required, the mark and / or grade of other students and reissue reports and / or statement of achievement as necessary.

Students Transferring Courses (Year 11 & 12)

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Head of Curriculum. A meeting may be held with the parent / guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At GMAS the deadline for student transfers in Year 11 and Year 12 is Friday of Week 5 in Term 1 as all courses are assessed as a pair of units. The deadline for Year 12 Course changes in Term 1 Week 9 – to meet SCSA deadlines. Year 12 can only drop courses at this point (not change to new ones).

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

Where additional work and / or assessments tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and / or an adjusted assessment outline. The plan and / or the adjusted assessment outline will be discussed with the parent / guardian and provided to the student.

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 school with evidence of all completed assessment tasks. The Head of Curriculum will contact the previous school to confirm:

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

The Head of Learning Area / teacher-in-charge responsible for the course 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 GMAS].
- 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 / or an adjusted assessment outline. The plan and / or the adjusted assessment outline will be discussed with the parent / guardian and provided to the student.

1.3. Course selection and completion

To achieve a WACE graduation students must complete at least 20 units, or equivalents (10 courses comprising of 2 units each) with at least 10 of these (5 courses comprising of 2 units each) in Year 12. 2 of these units must be Year 11 English units and a pair must be Year 12 English units. All students also must complete a pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics, Science/Technology). "Completion" involves submission of all required assessment items. Students must achieve a minimum of 14 C grades over Year 11/12 of which 6 must come from Year 12 courses.

1.4. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline (see section below for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.
- provide a minimum preparation time for each task of one week of contact time.

1.5. Information provided to students

Before teaching starts the teacher will provide directly to students and / or on SEQTA the following documents:

- the SCSA syllabus for the pair of units 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 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.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

1.6. Student responsibilities

The assessment guidelines are in place to assist students in their studies and in their overall academic achievement. As such, students will need to accept some responsibility for their learning. Students will need to:

- complete the prescribed work requirements in each course / subject by the due date
- maintain an assessment file for each course studied which is available to the school whenever required
- maintain a good record of attendance, conduct and progress
- initiate contact with teachers, concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment
- submit work for assessment to the course teacher concerned (or student services) personally on the due date and time. To clarify, this means that work must not be given to a third party, nor placed in the teacher's pigeon hole. It is difficult for the teacher to accept responsibility if work is misplaced or lost if this procedure is not adhered to by the student. All submissions of work must be by hard copy unless prior arrangement has been made by the teacher to accept electronic submission.

In conclusion

Assessment is an integral part of the teaching and learning process. It is imperative that fairness to all students be a primary consideration. It follows that over assessment be avoided for the sake of both the students and teachers.

This Assessment Policy conforms to the SCSA requirements as set out in the current WACE manual.

5. RELATED DOCUMENTATION

[GMAS Assessment Matrix](#)