

The Lower School Assessment Policy has been developed to ensure that students, parents/guardians and teachers are aware of their rights and responsibilities in the assessment process and students are given the best possible chance for high achievement.

### 1. Student responsibilities

*It is the responsibility of the student to:*

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result). Attendance at school should be 91% and above in order to maintain a satisfactory grade.
- 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, prior to the assessment task due date.
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- keep neat, well-organised subject files containing Course and Assessment Outlines.
- access Compass pages for missed classwork.

### 2. Teacher Responsibility

*It is the responsibility of the teacher to:*

- ensure students are aware of and know how to access the Lower School Assessment Policy
- ensure that all assessment tasks are fair, valid, and reliable.
- provide students with a course outline and assessment outline at the commencement of the course, and uploaded to Library in Compass by the end of Week 1.
- teachers will provide students with opportunities to engage with coursework and meet course completion requirements under the procedures described in this policy,
- inform students and parents of academic progress as appropriate. Reporting To Parents must be kept up to date with the most current results, as this is the information students are accessing when using Compass.
- ensure internal comparability processes when more than one teacher is teaching a subject; Regular moderation of tasks is required.
- Ensure that if any student in your course is not meeting the expected standard, C grade or above, the teacher *must* inform the relevant supports, i.e. parents, DSG, HOLA, Clontarf, FTD, Student Services, GATE Coordinator, VOC Links Manager, LSC, SLP Coordinator, AIEO.
- ensure that out of class assessments are authentic with supporting evidence.
- mark and return all assessments to students and input data into RTP within 10 working days.
- provide detailed marking keys or assessment rubrics, providing feedback to students on their performance and clarity on how marks were awarded for assessment tasks.
- support students to use a planner to record notified checkpoints, draft and final due dates of assessment tasks and plan for this within personal study schedule.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks.
- maintain accurate records of student achievement.
- meet Record Keeping Policy requirements at all times.
- meet College and external timelines for assessment and reporting.

### 3. Assessing student achievement

- Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.
- 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). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the

assessment task has been marked.

- Most tasks are completed in class. Some subjects may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).
- Some subjects 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.
- Where a student's disability, specific education needs or 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 subject.
- Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.
- The school will take all reasonable steps to support students to demonstrate their learning.

#### 4. 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, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

#### Plagiarism includes forms such as

- submitting the work that another person has completed as one's own work
- downloading artwork, graphics or other material, including AI-generated responses, from the internet and presenting it as one's own without acknowledgement
- submitting work to which another person, such as a parent, teacher or expert, has contributed substantially

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area responsible for the subject. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated 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.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

#### 5. Security of assessment tasks

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, 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 and retained by the teacher until the task has been completed by all classes.

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 collusion and the students will be penalised.

## 6. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. Students will establish an assessment file for each subject/program. The file holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products).

Students will have access to the assessment file for revision purposes during class time and for home study. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College. The College will not use the materials for any other purposes without the written permission of the student.

## 7. Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

## 8. Students with a disability

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 in consultation with the relevant head of learning area responsible for the subject. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

## 9. Class Assessments

A grade (A, B, C, D or E) is assigned for each subject.

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 relevant head of learning area/teacher-in-charge. 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 College will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the College, the student's assessment outline will, where possible, be adjusted and a grade 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 advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College the student will receive a mark of zero.

The school will take all reasonable steps to support students to demonstrate their learning.

## 10. Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which 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 (including school examinations and the externally set 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 by the due date.

In such cases, the parent/guardian must:

- contact the College before 9.30 am or as soon as practical, on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher 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**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the subject and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College ball).

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with the year co-ordinator. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

## 11. Reporting student achievement

The College reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority. The report provides for each subject:

- a comment about the content and skills covered.
- a grade.

At the end of the year, students will be provided with a Fremantle College report, which lists the school mark and grade for each subject.