

ASSESSMENT PROCEDURES

RATIONALE

At Aranmore Catholic College, the assessment procedures aim to reflect the philosophy of a Catholic School. In particular, it recognises and draws upon the Gospel values of community, hope, justice and the dignity of the individual. It also aims to meet the guidelines and procedures adopted by the Western Australian School Curriculum and Standards Authority.

DEFINITIONS

Assessment is the process of identifying, gathering and interpreting information about a student's progress in order to make judgements about their learning in relation to curriculum goals. Assessment, for the purposes of this document, does not include homework tasks, the completion of class activities and practice exercises.

PRINCIPLES

1. Assessments should be valid, educative, fair and reliable. At the same time, they need to emphasise flexibility and variety.
2. Assessment tasks should be sensitive to gender, culture, linguistic background, physical disability, social-economic status, geographical location and specific learning disabilities. This includes the use, at the discretion of the teacher, for dictionaries to be used for in-class assessments for students recognised by the College as EaL/D.
3. Assessments should be carried out continuously and cumulatively throughout a course of study but should not dominate the learning program.
4. Assessments should be used to:
 - help a student to become aware of their stage of development, to build on strengths, and to recognise limitations to their progress
 - focus on achievement and to provide feedback to both a student and his/her parents on progress being made. When progress is unsatisfactory, or when weaknesses are recognised, positive recommendations should be made regarding how improvements can be achieved, and the student assisted to cope with weaknesses in a constructive way
 - nurture the students sense of personal worth by affirming and emphasising personal strengths before weaknesses
 - provide adequate information about a student has learned, what skills have been mastered, and what learning experiences have been provided
 - guide student in the selection of subjects and courses
 - report on the progress of the student.

5. Assessment should assist teachers and the school community in:
- monitoring the progress of students and diagnosing learning difficulties
 - adjusting programs to ensure all students have the opportunity to achieve to the intended outcomes
 - developing subsequent learning programs
 - reporting student achievement to parents, and
 - whole school planning, reporting and accountability procedures.

PROCEDURES

1. Central Storage of all materials associated with assessments:

1.1 Each Learning Area must have a central folder on the network in which the following information for each subject or course is stored:

- Outline of work and programs
- Assessment Outlines
- Editable copies of all assessments and copies of answer keys, where applicable.

1.2 A marks book on SEQTA is to be created for the cumulative storage of assessment data/outcomes from each subject or course.

2. Subject and Assessment Outlines/requirements:

2.1 A subject outline, including clear assessment guidelines, is to be provided to the students at the commencement of the learning program via the College's Learning Management System. While there is no prescribed format for the presentation of an assessment outline, each outline must include the following information:

- the number of tasks
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- an indication of the coverage of the unit outcomes provided by each task
- the approximate timing of each task (e.g. the week the task is conducted or the issue and submission dates for an extended task)
- the weighting of each assessment task
- for Year 11 & 12 courses, the weighting of each assessment type, as specified in the assessment table of the WACE syllabus.

2.2 Should changing circumstances require the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting of tasks), students will be informed, and an updated electronic copy will be placed on the Learning Area space on the network and on the school's Learning Management System (LMS).

As a general guideline, the un-scaled mean of a test/examination should be between 55 and 60% with a standard deviation of 10.

3. Marking of Assessed Work:

3.1 Work will be marked and returned to students in a timely manner.

3.2 Retention of student's work:

- The school does not physically retain student's written work. Students are responsible for retaining all their marked written assessment tasks. *Note:* Learning Areas, upon request to Executive, may retain student's work in individual assessment files. Students are allowed to access this work for the purpose of revision.
- The school is responsible for retaining all non-written formal assessment tasks (e.g. Language courses audio recordings, video recordings in Drama and PE Studies).

3.3 Learning areas will have policies in place to ensure internal comparability. Comparability strategies include cross marking, sample marking, the use of detailed marking keys etc.

3.4 Teachers will ensure students receive adequate feedback for each assessment.

4. Student responsibilities in relation to assessment:

4.1 It is the student's responsibility to:

- attend and actively participate in all scheduled classes
- complete, by the due date, the prescribed work requirements and assessments in each subject
- complete all assessment tasks as described in the course outline.

4.2 The student has specific responsibilities should difficulties arise in relation to the completion of an assessment program. Such difficulties might include absence from class, missed assessments, the need to request an extension. In such circumstances, it is the student's responsibility to approach their course teacher in order to negotiate a resolution to the difficulty.

4.3 Students must gain a subject teacher's permission to attend a school sanctioned activity that is not in the school calendar and if it clashes with an in-class assessment. In such instances, alternative arrangements for the completion of the assessment must be negotiated.

4.4 Extensions: A student may apply to the class teacher for an extension to the due date for an assigned task prior to the due date. Requesting an extension on the due date for an assigned task is not permitted. In cases of illness or significant personal problems, extensions may be given at the discretion of a teacher.

5. Processes relating to a student's absence from class/missed work:

Being absent from class affects a student's ability to;

- Learn new content/processes and
- Complete set tasks.

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

- 5.1 When a student is away for any reason (illness, camps, excursions, sport carnivals, off campus assessments etc) it is their responsibility to find out what work was missed and to complete it. This includes any assessment work that may have been set in their absence.
- 5.2 A student's absence from a scheduled assessment task (including tests, oral presentations and examinations) must be explained by one of the following:
 - A medical certificate to a class teacher upon the student's return to school
 - A letter from the parent/guardian to the class teacher upon the student's return to school in which there is a reasonable explanation of the student's absence from the scheduled assessment task.
- 5.3 Upon the student's return to school, the missed assessment task is to be completed at the earliest opportunity. However, while the school assessment is to be marked and feedback is to be provided, a mark is not recorded until a note confirming the student absence is received.
- 5.4 Expected absences: If a student knows that he or she will be attending a sanctioned school event when an assessment is scheduled, the student must negotiate alternative arrangements for completing the assessment with the class teacher.
- 5.5 Unexpected absence for a justifiable cause: If a student is away on the day of a scheduled assessment task and a College endorsed explanation of the absence is accepted (genuine illness, injury, compassionate grounds or other extenuating circumstances), then, where possible, the student will be able to complete that assessment task and gain credit. The task should be completed immediately upon the student's return to school to ensure the reliability of the assessment. In some circumstances, an exemption from completing the assessment may be granted.
- 5.6 Unexpected absence without a college-endorsed reason: Where there is no College-endorsed explanation of an absence from a scheduled assessment task, the student will not have fulfilled the subject completion requirements and will receive a zero for that assessment.

Note: such things as holidays, medical appointments, physiotherapy appointments, driving lessons or tests and arriving late to school are generally not endorsed by the College as reasons for missing assessments. In most instances, such absences will be treated as 'unexpected absences' without a College endorsed reason. Work **will not** be provided early by staff for students going on holiday during term time.

- 5.7 Prolonged or frequent unexplained/absence: Where a student is unable to attend school for a lengthy period due to illness, parents should contact the school to discuss alternative completion requirements for assessment tasks and the alternative arrangements for progressing the educational program.

6. The management of assigned work:

- Where adjustments are made to assessment schedule, the teacher is to set *new due dates in consultation with all students*. An updated assessment schedule is to be uploaded to SEQTA and students notified.
- It is the College's expectation that parents are regularly accessing SEQTA to review student results and progress. Where a teacher has a serious concern about the likelihood of a student passing a course, direct contact will be made to inform the parent by the teacher.

6.1 Submitting work late: If an extension has not been sought and granted, then any work handed in after the due date will attract a penalty.

6.2 Pattern of absence on assessment due dates: Where a pattern of sickness/absence is noted around the submission of assessments, the Deputy Principal (Curriculum) may call a meeting of parents/guardians and the student to discuss the issue. Penalties may be implemented if the pattern of behaviour continues.

7. Processes and penalties for assigned work not submitted on the due date:

- If work is not handed in on the due date a deduction of 10% of the total score per day to a maximum of five days will be imposed if just cause is not shown. (NOTE: Weekend days are included as part of the five days).
- The course teacher will inform the parent/guardian and relevant College coordinator (i.e. Indigenous Students, Full Fee Paying Overseas Students, if applicable) as soon as possible, that an assigned task has not been handed in by the due date by means of a phone call, email, direct message or note in the Student Diary.
- If, after the five days have passed and the work has not been submitted, the HOLA will issue an after-school detention for non-completion and a zero allocated for the assessment.
- In cases of genuine concern about a student ability to complete an assigned task, or concerns about a student's wellbeing, the Dean or HOLA will consult with the Deputy Principal to make alternative arrangements for the completion and assessment of outstanding work.

8. Cheating, collusion or plagiarism:

Collusion occurs when a student submits an assessment that is not exclusively their own work; plagiarism occurs when a student uses someone else's words or ideas without acknowledging that they have done so; the work is submitted essentially copied from the original author.

8.1 If work that is not the original product of a student is submitted for assessment or it is shown that the student has cheated in assessed work or in examinations, that task may be given a zero and a penalty based on the amount of plagiarised material, even if no advantage is gained by the plagiarism.

8.2 The student may be required to attend a detention issued by the HOLA or the Deputy Principal and may be required to resubmit the task upon the direction of the HOLA.

9. Changing Courses:

All course changes depend on the ability of the school to provide for the change and must have parent/guardian support.

9.1 Course changes must be organised through the Deputy Principal.

9.2 All elective course changes in Yr 9/10 must be completed by the end of the second week of the semester unless there are exceptional circumstances at the discretion of the Deputy Principal. Year 11 course changes must be made in the first four weeks of either semester unless there are exceptional circumstances at the discretion of the Deputy Principal. Year 12 students cannot make course changes after week four of Semester One.

10. Examinations and Year 12 Externally Set Tasks (ESTs):

Aranmore Catholic College has adopted procedures consistent with those established by SCSA.

When attending examinations and ESTs, students must adhere to the regulations that pertain to that assessment. Regulations will be issued with the relevant timetable. Infringement will result in an appropriate penalty.

- The written examination/EST period is published in the school calendar and students must make themselves available during this time.
- All written examinations/ESTs will occur during this time. No written examinations will be held outside this time.

10.1 Missed Examinations/ESTs: In cases of genuine illness, the College must be informed prior to or on the day of the assessment. Before the end of the period set aside for end-of-semester examinations, a medical certificate must be presented to the Deputy Principal who will notify the HOLA. Failure to submit a medical certificate will result in a mark of zero for the examination.

- Missed examinations/ESTs will not be automatically re-sat but, at the discretion of the Deputy Principal arrangements may be negotiated for the student to complete the assessment at a later date during the published exam/EST period.
- Where there is an extenuating reason for the non-attendance at a scheduled examination/EST, a student will not be disadvantaged in terms of their semester score.
- Students who forget to attend an examination/EST or misread their timetable will not be permitted to sit a late examination and will forfeit all marks allotted to the examination/EST.
- Students will not be able to sit for exams/ESTs prior to the scheduled examination/EST time.
- In most circumstances participating in family holidays, leaving before the end of school term or arriving at school late will not be accepted as exceptional circumstances for missing an examination/EST. In these cases, as a general rule, students will receive zero for the missed examination/EST. Students finding themselves confronted by such a dilemma must apply in writing to the Principal for special consideration in relation to examinations/ESTs.

- An exception to these rules applies to Year 12 students in Semester Two only who miss formal examinations due to the scheduling of WACE practical examinations. In general WACE examinations take precedence over school-based exams.

10.2 Alternative arrangements: While the College's expectations is that students must attend scheduled examinations/ESTs, in exceptional circumstances, special alternative arrangements may be made through the Principal.

10.3 Examination/EST Timetables: The Deputy Principal will oversee the examination process. They will undertake to:

- Publish the examination/EST timetable to all stakeholders
- Create and publish a supervision roster
- Create and publish a time line for all staff that includes all data relevant for the examination/EST.

10.4 The setting and marking of examinations are overseen by HOLA, Head of Department or Subject Coordinator They will undertake to ensure that:

- All exams with worked solutions are checked by the HOLA and signed off before the exam is copied and stored.
- Exams are written so that the exam mean is close to 55% with a standard deviation of 10.
- If more than two teachers are teaching the same subject the exam is moderated by all parties.
- If only one teacher teaches a course, the marking of the paper is fair and to an appropriate standard.

10.5 Senior school students are to be informed of their examination/EST results and grades upon their return to school following the formal examination/EST period. No results are to be released to students prior to the completion of the formal exam period.

11. Students with Special Needs:

- It is the parent's responsibility to notify the school where there are specific needs that are likely to necessitate the provision of special consideration or conditions in relation to the completion of the formal exam period.
- The school will ensure that students with special needs are catered for in an appropriate way and in accordance with the guidelines set by the WA School Curriculum and Standards Authority.
- Students who have been granted special conditions by the School Curriculum and Standards Authority will be allowed those conditions in school assessments.

12. Reporting:

12.1 The Deputy Principal will oversee the formal reporting process.

12.2 Students will be kept informed of their progress throughout their enrolment in a course. Teachers will assess completed tasks and relay assessment information to the student promptly.

12.3 The school will report formally to parents three times a year.

- End of Term One - Interim Report – All years. This report will provide information about progress using attributes. No grades or marks are reported at this time.
- End of Semester One – Full Report – All Years. The full report will identify grades, examination and semester marks and behavioural attributes.
- November – Statement of Results – Year 12. This will include a final grade for all Year 12 courses, and a year mark for all ATAR courses.
- End of Year – Full Report – Year 7-11

12.4 A timeline outlining all the reporting process will be published no later than three weeks before the reports are due. The timeline will indicate when:

- Data entry.
- When the reports are to be published to parent/guardians.

12.5 The formal school report will be reviewed every two years.

12.6 Parents are offered two opportunities a year to meet formally with teachers to discuss students' progress. Once at the conclusion of Term One and another opportunity in the middle of the year.

12.6 Students and parents/guardians will be informed when it is identified that there is a risk of the student being awarded a grade of D or E for a particular course.

12.7 Students in Year 11 who are deemed to be at risk of not achieving a WACE at the conclusion of Year 12 will need to repeat Year 11, change from ATAR to General or find an alternative educational pathway.

- ATAR students must achieve a minimum of **C** grades in their ATAR courses by the end of Year 11 in order to remain on an ATAR pathway in Year 12.
- General students must achieve a minimum 3 **C** grades in Year 11.
- Student must achieve at least a **C** grade to remain in any ATAR course.