



## **YEARS 7 -12**

# **ASSESSMENT AND REPORTING POLICY**

### **Rationale**

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 programme / 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.

### **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 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 programme / 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: SCSA – Schools Curriculum and Standards Authority (Years 7-12)

## **Internal Comparability**

The following procedures are necessary to ensure comparability.

Planning

Assessment Strategies

Marking Moderation / Validation

Grading

Records of achievement

## **Records**

Samples of work from each student will be required for Moderation, Registration and verification purposes. Hence, it is important that staff/students retain all pieces of assessed work for this purpose. Heads of Departments / Coordinators may refine these requirements for their specific purposes. Keeping copies of assessment pieces at school may be required by a specific course. In some Learning Areas, digital portfolios are undertaken.

## **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.

Georgiana Molloy Anglican School 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 from 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 includes:

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

## **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.

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. 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 school day late) or
  - 20% reduction in the mark (if submitted two school days late) or
  - 30% reduction in the mark (if submitted three school days late) or
  - a mark of zero (if submitted more than three school days late or not submitted)
- 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**.

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 schools moderation exercises to determine levels of achievement
- Reference to SCSA and ACARA exemplars and work samples
- External assessment data including 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 / Coordinator and alternative arrangements may be made. The Head of Department / Coordinator 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 a 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. Where it is not possible to set or allow the student to complete an alternative assessment / task then a U notation is awarded.

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.

### **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.

### **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 school letter is sent to the parent/s by the relevant teacher who makes a record of the incident to monitor any pattern.

## **Tests / Examinations**

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 Head of School. 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.

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 and a U may be awarded for the course. Should it

be possible, and deemed to be fair, a teacher may allocate a U only to those areas specifically related to the cheating.

Courses in Years 11 and 12 are generally delivered with unit content taught concurrently (ie 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.

### **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.

### **Appeals**

A student's first avenue of appeal is to the course teacher. If a student feels they have not been treated fairly by the teacher then they may appeal to the relevant Head of Department / Coordinator. If there is still no satisfaction they may make a further appeal to the Head of School. The Deputy Principal must be informed of any appeal which has come from a parent / student.

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.

### **Students Transferring Courses (Year 11 & 12)**

Changing courses / units once the year has commenced can only be done with written approval from the Head of Senior School. For unrelated courses / units e.g. Physics to Biological Studies, this is only possible in the first term (preferably by week 6). For related courses students may be able to move after this point. Changes this late would generally be to a new course / unit that is less demanding e.g. Mathematics Specialist to Mathematics General. The course teacher must make the student aware of assessments that have been missed so that suitable arrangements can be made. In Years 11 and 12 the student has to attempt the appropriate assessment items before a grade / percentage can be determined.

### **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.

## **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.*

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**Principal**