

Leeming Senior High School Assessment Policy 11-12



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We seek to achieve harmony and strive for excellence. We encourage all individuals to reach their potential. We value mutual respect, tolerance, inquiry and participation. We value and are committed to fairness, personal responsibility and a safe, friendly and supportive learning environment.

This policy is provided to all senior secondary students at Leeming Senior High School and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are sanctioned by the School Curriculum and Standards Authority. The VET qualifications are delivered and assessed in partnership with registered training organisations (RTO).

This policy applies to the assessment of all WACE courses.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as, and assessment of, learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school (see Section 9 below for details)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term has an attendance rate of less than 90% and is deemed to be 'at risk' of not achieving the best possible result)
- 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.

TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline (see Section 3 and Appendix 3)
- ensure that all assessment tasks are fair, valid, reliable and moderated (see Appendix 2)
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement. Ensure assessments are marked, discussed with students and marks adjusted as required within 2 weeks of assessment completion by students. Ensure marks are entered into RTP at the commencement of the third week after the assessment.
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

INFORMATION PROVIDED TO STUDENTS

Before teaching starts the teacher will provide on Connect the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- the 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
 - 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.

ASSESSING STUDENT ACHIEVEMENT

At Leeming Senior High School all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 5 and 6 below for details).

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 each unit in Year 11 and the pair of units in Year 12.

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). Staff will provide the criteria against which the task will be marked for all school based assessments except for exams, where it will be provided during the exam review.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses 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 educational need or cultural belief 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 and Curriculum Deputy.

SCHOOL EXAMINATIONS

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 Semester 1 written examinations are typically 2.5 or 3 hours in duration. In Semester 2 exam times will mirror Year 12 requirements.

In Year 12 all written examinations are 3 hours' duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students a minimum of two weeks before the start of the exam period. The examination rules are attached in Appendix 4 and are based on those that are used by SCSA for ATAR course examinations.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the school will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable (see Section 13 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternative date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

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. This 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 the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST 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 Authority requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable (see Section 13 below for details) 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**
- not require the task to be completed and re-weight the student's mark for other tasks.

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, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert).
- copied or downloaded from the internet without acknowledging the source.
- a paraphrase or summary of the work of others without acknowledging the source
- generated by an AI website such as ChatGPT or similar (including replication of work under assessment conditions)

Mobile devices (including smart watches) are not permitted during any in-class, timed assessment. Any student who does not comply with this policy will be given zero for that assessment.

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/Teacher-in-Charge responsible for the course. 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 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 the work is not the student's own.

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

SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same pair of units, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. 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 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.

Where the school 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.

RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for retaining all of their marked written assessment tasks. The school 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 Authority for moderation purposes. To assist students, each Learning Area will provide 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 Authority. The written 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 by the school. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The school will not use the materials for any other purposes without the written permission of the parent or student.

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 notified and the modified assessment outline will be placed on Connect.

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

STUDENTS WITH A DIAGNOSED CONDITION

Students with a diagnosed condition 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/Teacher-in-Charge responsible for the course. 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. Adjustments, depending on the individual student's education 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.

COMPLETION OF A PAIR OF UNITS

A grade (A, B, C, D or E) is assigned for each pair of units completed.

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 can be submitted to the relevant Head of Learning Area/Teacher-in-Charge. Students will not be penalised in the event that a teacher is absent on the day an assessment is, but they should submit the task at the earliest opportunity upon the teacher's return.

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 school will determine whether the reason is acceptable (see Section 13 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school (see Section 13 below for details) 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 contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason which is acceptable to the school (see Section 13 below for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 30% reduction in the mark (if submitted two school days late), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the school (see Section 13 on the next page for details) the student will receive a mark of zero.

ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION

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 school. 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.
- Absence from school due to pre-arranged and cleared circumstance (external examinations, representative commitments).

In such cases the parent/guardian must:

- where possible, advise the school prior to the commitment or circumstance
- contact the school before 9:30 am 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 after the student returns to school.

Where the student provides a reason, which is acceptable to the school 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**
- not require the task to be completed and 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 meet the Authority requirements for the course 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. sitting a driver's licence test, preparation for the school ball, family holidays).

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

TRANSFER BETWEEN COURSES AND/OR UNITS

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 Deputy Principal. 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 Leeming Senior High school, the deadline for student transfers in Year 11 and Year 12 is Friday of Week 4 in Term 1 as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, if class numbers allow this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from the Authority, and students have achieved Level 3 for the relevant assessment.

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 may 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 to enable a grade to be assigned, the teacher will assist the student to complete the work and/or assessment task.

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 Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed and
- 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 Leeming Senior High School.]
- 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 assist the student to complete the work and / or assessment tasks.

REPORTING STUDENT ACHIEVEMENT

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher (Semester 2 only)
- a grade¹
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark¹ (calculated from the weighted total mark).

¹ The Semester 1 mark and grade in Year 12 are progressive as they are not finalised until the pair of units is completed at the end of the year.

At the end of the year, students will be provided with a Leeming Senior High School report in Year 11 and statement of achievement in Year 12, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

REVIEWING MARKS AND GRADES

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:

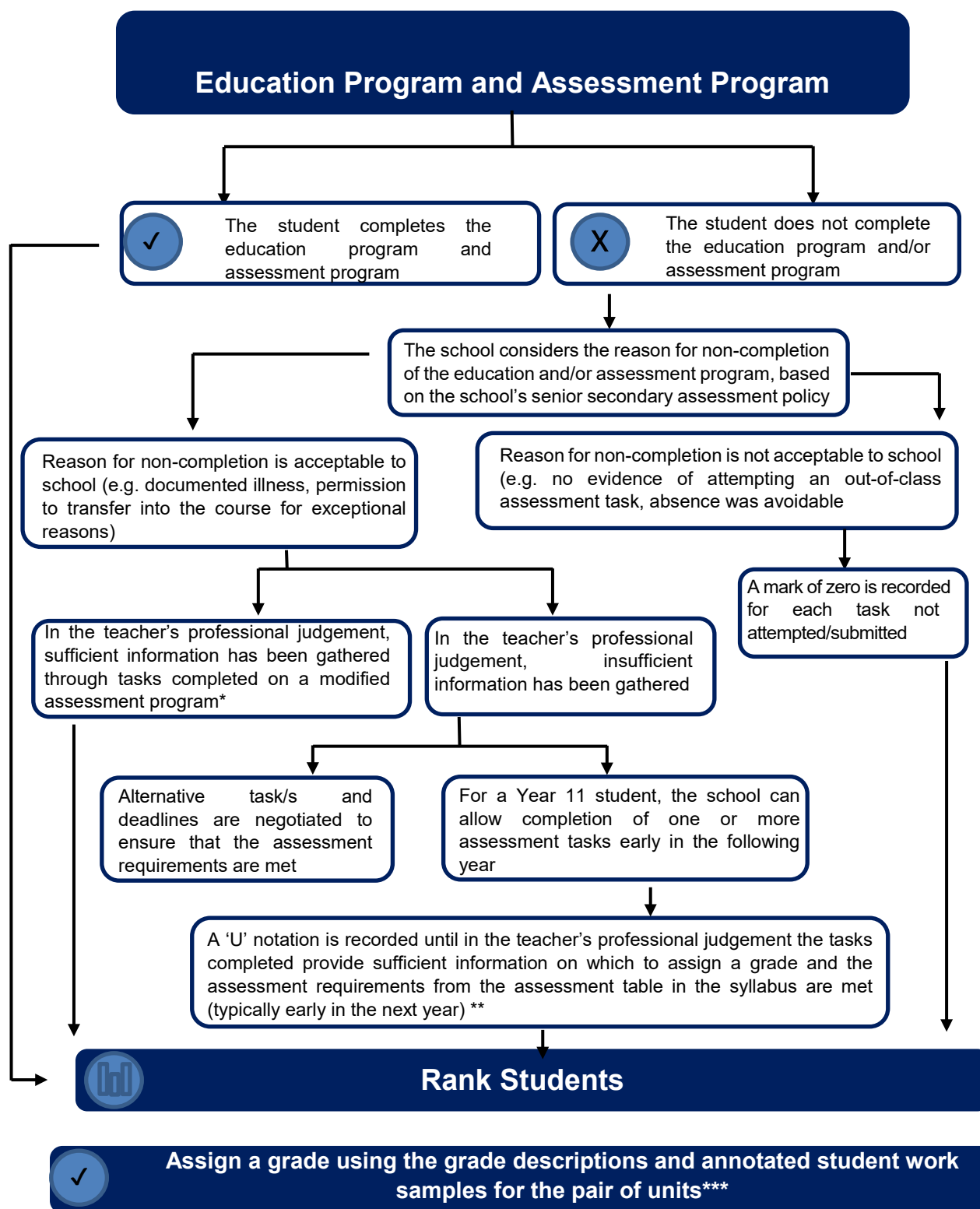
- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination 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 School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to 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 re-issue reports and/or the statement of achievement as necessary.

APPENDIX 1. COMPLETION REQUIREMENTS FOR ATAR, GENERAL AND FOUNDATION COURSES



* A modified assessment program must meet the assessment requirements of the course. This will typically require re-weighting of marks for the tasks completed.

** For a Year 12 student, the 'U' notation cannot be submitted for ATAR, General and Foundation courses.

*** For a Year 11 student the 'U' status must be changed to a grade before the scheduled final date for the upload of student achievement data (other than Year 12) for the previous year. This data is provided in the Activities Schedule for the following year. Note: a 'U' status not amended by this date will default to an E grade for Foundation, General and ATAR courses.

APPENDIX 2. MODERATION

The moderation process helps teachers make consistent decisions about student progress and achievement. It improves decisions at one point in time, as well as over time. Schools use moderation processes to increase assessment reliability.

Moderation processes involving teachers' collaborative examination of samples of student work should become a central aspect of schools' assessment culture and practices. The significance of teachers' judgements of their students' achievement is widely recognised. It is also recognised that the quality of these judgements is important, and that the consistency of judgements against a common standards framework might vary from school to school, unless there are common, shared understandings of the standards, and of the kind of evidence that indicates achievement against the standards. Thus there is an imperative for developing effective approaches to improving the consistency of teachers' judgements within schools, between schools, and over time.

To this end Leeming SHS will commit to the use of a minimum one EBA hour per semester to enable staff to participate in a process within our school to enable a school based model of moderation and comparability practices to be applied across all year levels.

The purpose of the moderation process is to work with teachers to develop a comprehensive and shared understanding of the standards. Teachers will develop an understanding of the benefits and use of marking keys as diagnostic tools and in making valid, reliable and consistent judgements on student achievement. The considered analysis of the standards, along with engagement with the assessment pointers, will also support effective judgements for reporting purposes.

SCSA's small group moderation procedures provide schools with the opportunity to minimise potential anomalies which can occur during the statistical moderation of school marks of students in small group. Section 3.6 of the WACE Manual provides a detailed explanation of SCSA's small group moderation procedures. Courses in which the projected number of candidates at any school is fewer than 6, are required to engage in small group moderation. At LSHS, small group moderation is recommended for courses with up to 10 candidates due to class changes throughout the year.

APPENDIX 3. Assessment Outline Sample

< Year Level> <COURSE> Assessment Outline <School Year>

Task Number	Week Set / Due	Content (name of assessment and Unit number)	Assessment Type	Mark	Weighting (%)
Task 1	Term 1 Week 6 March 13	Design Fundamentals - Define and illustrate the Gestalt design principles.	Response		10%
Task 2	Term 1 week 9 March 27	Design Fundamentals – Lens Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 3	Term 1 week 9 March 27	Design Fundamentals - Shutter Speed Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 4	Term 1 week 9 March 27	Design Fundamentals - Investigation / Reflection Shutter Speed	Response		10%
Task 5	Term 2 week 5 May 22	Design Fundamentals - Depth of Field Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 6	Term 2 week 5 May 22	Design Fundamentals - Design Elements/Principles Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief	Production		17.5%
Task 7	Term 2 week 5 May 22	Design Fundamentals - Investigation / Reflection Design Elements/Principles	Response		10%
				TOTAL	Unit 1 100

APPENDIX 4. Examination Rules

These rules are based on those used by SCSA (School Curriculum and Standards Authority) for ATAR Course Examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between students will lead to the cancellation of the practical and/or written examination marks for each student involved
- Possession of, or knowledge of, examination questions before an examination will lead to the cancellation of the student's practical and/or written examination mark(s)
- Possession of unauthorised material or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s)
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s)
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the students practical and/or written mark(s)
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room