

# YEARS 7-10 ASSESSMENT POLICY



# LEEMING SHS

H A R M O N Y ~ E X C E L L E N C E

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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 Lower School secondary students at Leeming Senior High School and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 7 – 10 students are enrolled in Mathematics, English, Humanities, Science, Health and Physical Education classes. Year 7 – 10 students must also complete courses in Performance and Visual Arts, Design and Technology, Digital Technology. Year 9 - 10 students select from a variety of optional subjects across Learning Areas. This policy applies to the assessment of all Year 7 -10 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.

Assessment for learning:

- 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 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.

## ASSESSMENT AS 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** 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.

## ASSESSMENT OF LEARNING

- 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 a good record of attendance, conduct and progress (a student who is absent from a class for ten lessons or more per term 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 course
- 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)
- where a student has authorised absences for a duration of 5 days or more which results in missing an assessment, the mark will be excluded from the weighting for that student. This will be reflected in RTP.
- 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
- post a notice on Connect at least a week prior that there is an upcoming assessment.



## INFORMATION PROVIDED TO STUDENTS

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

- the Authority syllabus for the course which includes the grade descriptions
- a course outline for the 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 course 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 Year 7 – 10 students are enrolled in nine courses per semester. In each course, a number of assessment tasks occur during the year including end of semester exams in Year 10 for selected courses.

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 semester.

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 student's disability, medical condition, school approved absence, specific educational 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 course and Curriculum Deputy.

## **SCHOOL EXAMINATIONS**

School examinations are included in the assessment Outline for the Year 10 courses. 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 a selection of Year 10 courses at the end of Semester 1 and the end of Semester 2.

The examination timetable is issued to students a minimum of two weeks before the start of the exam period. The examination rules are available on Connect or the school website.

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 12 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.

## **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, expert or AI)
- 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 smartwatches) 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 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 course at the school, 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 course, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified a minimum of one week to the assessment change, any significant change to the outline requiring the addition or removal of an assessment item must be in consultation with the Curriculum Deputy. The modified assessment outline will be placed on Connect.

Where disability, special educational needs, significant medical issues, approved absences 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 the information provided to the student and parent/guardian.

## **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/Teacher-in-Charge responsible for the course and Deputy Principal.

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 COURSE**

A WACE grade and a Pathway grade (A, B, C, D or E) is assigned for each course 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 is to be submitted to the relevant Head of Learning Area/Teacher-in-Charge who will provide a 'Submission of assessment task' note.



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 12 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 12 for details), 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**
- 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 12 on the next 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) 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 upon the student return 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**
- 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 (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. preparation for a social event, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Coordinator the development of an Individual Education Plan. 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 school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

## 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
- 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 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.



## 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
- a grade
- the percentage mark in the school-based examination (where applicable)
- the percentage mark (calculated from the weighted total mark).

At the end of each semester, students will be provided with a Leeming Senior High School report which lists the school mark and grade for each course.

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 part of units they should, in the first instance, discuss the issue with the teacher.

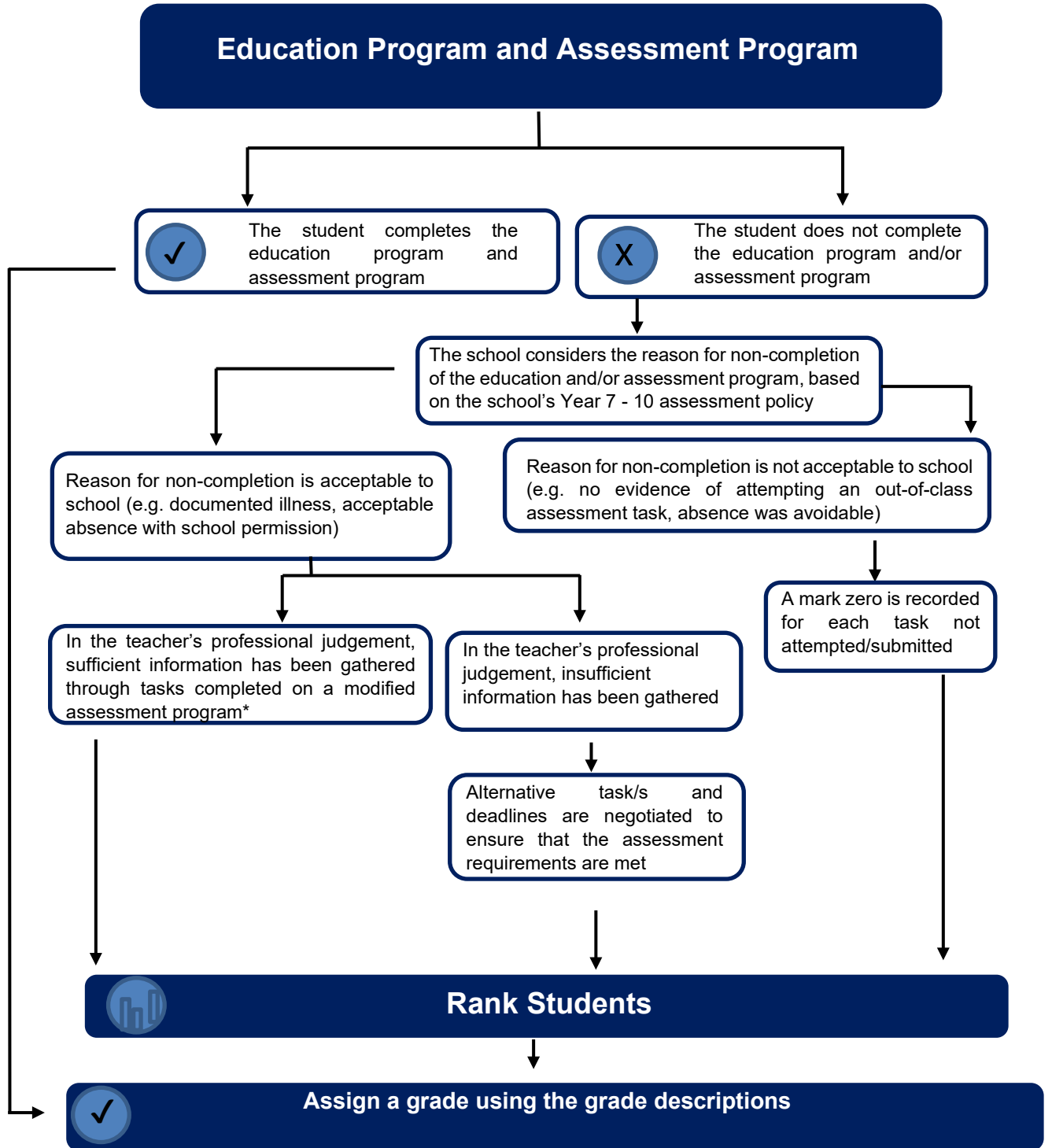
If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant Head of Learning Area/Teacher-in-Charge responsible for the course.

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 college'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 Deputy Principal Curriculum, 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.

## APPENDIX 1. COMPLETION REQUIREMENTS FOR Year 7 - 10 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.



## APPENDIX 2. MODERATION

The moderation process helps teachers make dependable 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 dependability.

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 deep analysis of the standards, along with engagement with the assessment pointers, will also support teachers to better make effective judgements for reporting purposes.



## 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%
				<b>TOTAL</b>	<b>Unit 1 100</b>