



## POLICY STATEMENT

### ASSESSMENT

Revised: 2017  
Review: 2021

#### RATIONALE

The purpose of assessment is to assist and enhance learning as well as to make judgments about student achievement in a way that is fair and contributes to ongoing learning. It is a continuous and comprehensive process of monitoring a student's progress towards the achievement of stated outcomes, and is an integral part of the teaching and learning process. Assessment provides information that can be used to improve the teaching and learning process, and to report to teachers, parents and the wider community.

This policy is provided to all senior secondary students and students in Years 7-10 at Nagle Catholic College and is based on the School Curriculum and Standards Authority requirements for secondary students in Years 7-12

All senior secondary students are enrolled in a combination of School Curriculum and Standards Authority accredited courses. Some students may also be gaining credit for the WACE by undertaking a VET program, a school based traineeship, a school based apprenticeship, the school apprenticeship link program, workplace learning or an endorsed program.

All students in Years 7-10 are enrolled in courses within core Learning Areas (Religious Education, English, Mathematics, Humanities and Social Sciences, Science and Health and Physical Education and in Elective courses from The Arts, Languages and Technologies.

#### 1. Student Responsibilities

It is the student's responsibility to:

- complete all course requirements by the due date
- maintain an assessment file for each course studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result for the course).
- 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.

## 2. **Teacher responsibilities**

It is the responsibility of the teacher to:

- develop a teaching/learning program that:
  - meets the WACE syllabus requirements for the course in the case of students in Years 11 and 12.
  - meets SCSA (WA Curriculum) requirements in Years 7-10
- provide students with a course outline and an assessment outline at the start of the course and/or each semester
- ensure that assessments are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate.

## 3. **Information provided to students**

At the start of every course, the teacher will provide a printed or digital copy of the following to each student:

- the syllabus for the course
- a course outline that includes the following information:
  - o the content
  - o the sequence in which the content will be taught
  - o the approximate time to teach each section.
- an assessment outline that includes the following information will be provided for all students:
  - o the assessment types
  - o the weighting for each assessment type
  - o the weighting for each assessment task
  - o a general description of each assessment task
  - o a general indication of the content covered by each assessment task
  - o an indication of the outcomes covered by each assessment task
  - o the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each course a number of assessment tasks occur during the semester/year (including end of semester examinations in Years 10, 11 and 12). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a mark and a grade at the completion of the semester.

During every course, the requirements for each assessment task will be clearly described (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

#### **4. Modification of the assessment outline**

When a student's disability or specified learning disability does not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the Head of Learning Area, Learning Support Coordinator and the appropriate Director of Students. An Individual Education Plan or Curriculum Adjustment Plan will be developed showing any modifications to the assessment outline for the course.

Identified students in Years 7 – 10 on Curriculum Adjustment Plans for a particular course will be awarded a modified grade in that course. After consultation between the Head of Learning Area the Learning Support Coordinator and the appropriate Director of Students, each of these identified students will have a modified grade allocated and this will be indicated on the Semester Report. The list of identified students eligible for modified programs/grades will be compiled by the Learning Support Coordinator.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student, The Head of Learning Area and the appropriate Director of Students, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled assessment tasks then an updated copy of the assessment outline clearly indicating the changes will be provided to students.

#### **5. Marks and Grades**

A grade (A, B, C, D, E) is assigned for each course each semester. Grades are assigned using the total weighted mark for all assessment tasks. The assessment outline, provided to all students for each course, shows the weighting of each assessment task.

Students are required to:

- submit all out-of-class assessment tasks for marking on or before the due date. Turnitin may be implemented for electronic submissions.
- attempt all in-class assessment tasks on the scheduled date.

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area.

Note: WPL and/or TAFE students may need to negotiate submission dates with their teachers.

Note on Re-submission: An out-of-class assessment task that receives an 'E' grade may be re-submitted at the discretion of the Head of Learning Area. In such a case the highest possible score the re-submitted assessment can be awarded is 50%.

Failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student either:

- receiving a lower grade than expected at the end of the course (if the reason for non-completion / submission is not acceptable to the College, see Section 6 for details)

**or**

- receiving a 'U' (Unfinished) notation instead of a grade (if the reason for non-completion /

submission is acceptable to the College and the student can complete other work in the future to allow the College to convert the 'U' notation to a grade).

Note: A 'U' notation will result in no record of this course on the student's Statement of Results from the School Curriculum and Standards Authority and may affect their achievement of a Western Australian Certificate of Education.

For any out-of-class assessment task submitted after the due date, where the student **does not** provide a reason which is **acceptable** to the College, the following penalties apply:

- 10% reduction in the student's mark per day late up to and including five days late (a weekend counts as 2 days)

**or**

- a mark of zero (if submitted more than five days late or not submitted)

Note: Where a student has a reason for not being able to meet the scheduled due date for an out-of-class assessment task, 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 which is acceptable to the College, the student will receive a mark of zero.

Note: Where a student has a reason for not attending the scheduled in-class assessment task they must discuss the matter with the teacher at the earliest opportunity.

If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the impact on the student's result for the course.

## **6. Acceptable reasons for non-submissions or non-completion**

The penalty for non-submission or non-completion will be waived by the appropriate Director of Students if the student provides a reason acceptable to the College. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the College before 9.00am on the day **and**
- provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the College for the non-submission or 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**
- 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 enable a grade to be assigned) **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no

longer confidential.

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 during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the Deputy Principal - Students the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course.

(In the case of family holidays taken outside of gazetted vacation times teachers will not be required to prepare lessons for students.)

## **7. Transfer between courses in Years 11 and 12**

When a student commences a course unit late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Deputy Principal - Students. 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 course unit into which they wish to transfer.

The deadlines for course/unit changes are set by SCSA and are communicated to Senior Students by the Deputy Principal - Students and are printed in the College's Academic Calendar.

When a student transfers to a different unit in the same course, the marks from any assessment tasks that assess the syllabus will wherever possible be used. These marks may need to 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, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

## **8. 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 College with the details of all completed assessment tasks. The Deputy Principal - Teaching and Learning, will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area 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 Nagle Catholic College.

- 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 extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

## 9. Cheating, collusion and plagiarism

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 contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor), or work that has been presented for assessment in previous years.
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

Note: Where a student permits others to copy their work they will also be penalised.

Note: All research material **MUST** be referenced correctly. Please refer to '**Referencing and Bibliographies**' page in the Student Diary.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area. As part of this process, 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, the following penalties will apply:

- a mark of zero for the whole assessment task,

**or**

- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

Note: The parent/guardian and the appropriate Director of Students will be informed of the penalty and any further disciplinary action.

\*Please refer to Appendix A for process details, penalties and disciplinary action

## 10. Security of assessment tasks

Where there is more than one class in a course most or all of the assessment tasks will be the same. 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. 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 cheating and the students will be penalised.

Students will be permitted to bring SCSA approved calculators to appropriate assessments. For in-class assessments, tests, examinations, national testing and any other similar types of assessment, students will not be permitted to bring in any device that has IT capabilities. This includes all watches.

Teachers will ensure that there is at least one highly visible clock in the assessment room. The break down of time is to be written on the board so that it is visible for all students. Time should be written up in 10-15 minute intervals and should be crossed out or erased when the interval has elapsed.

Where Nagle Catholic College uses the same assessment task or examination as other schools, the task/paper and the student responses will be retained by the teacher or Head of Learning Area until the task has been completed by all schools.

## **11. Examinations**

A written examination will be held at the end of Semester 1 and the end of Semester 2 for students in Year 10 in English, Mathematics, Humanities and Social Sciences and Science. A written examination will be held at the end of Semester 1 and the end of Semester 2 for students in Years 11 and 12 who are studying ATAR courses. In those courses with a practical/performance/oral component, a practical/performance/oral exam will also be held. In Year 12 an Externally Set Task (SCSA prescribed) will be held for all students studying a General course.

Examinations are typically 1.5 hours in Year 10, 2.5 or 3 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students three (3) weeks before the commencement of the exam period.

Students sitting examinations must do so at the same time on the same day as all other students in that Year level.

Students who are absent from an examination must supply the school with written evidence to explain their absence. In the case of illness, a medical certificate is required. Wherever possible, students missing an exam will still need to complete the exam at a later date for course completion requirements. In the extremely rare case of a student being unable to complete the exam at a later date, if the Deputy Principal - Students agrees that the reason for the absence is valid, a student's grade will be calculated on the basis of work completed up to that time (if there is sufficient evidence from the assessment tasks completed to assign a grade).

Students who miss an examination with no legitimate reason will be awarded zero for that examination. This could have serious implications for the student's final grade in the course and, if a Year 11 or Year 12 student, also their chances of achieving the Western Australian Certificate of Education (WACE).

## **12. Reporting achievement**

Nagle Catholic College reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a comment by the teacher for each course and the following information:

- a grade for the course
- a mark for the course (the weighted total mark for all assessment tasks in the unit, including the school exam/s)
- a mark in the semester exam (if applicable)
- a State grade for core courses in Years 7 – 10.

\* In some Semester 1 courses, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

All grades on Semester 1 and Semester 2 Reports for students in Years 11 and 12 are subject to SCSA's approval at the end of the year.

The parent/guardian will be notified of any changes to that result from the SCSA's review of the student results submitted by Nagle Catholic College.

For all Year 12 ATAR students a statistically adjusted school mark is reported by the SCSA on the student's Statement of Results. Details of the process SCSA uses to adjust the marks submitted by the College are available on the SCSA website.

Information about calculating the TEA and ATAR for university entry is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

### **13. Reviewing marks and grades**

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or about the grade assigned for a course 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 parent/guardian should approach the Head of Learning Area.

The student or parent/guardian can request, in writing, that Nagle Catholic College conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course unit or subject does not meet SCSA requirements
- the assessment procedures used in the class do not conform with the College's assessment policy
- procedural errors have occurred in the determination of the mark and/or grade
- computational errors have occurred in the determination of the mark and/or grade.

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 parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA if a Year 11 or Year 12 student using an appeal form available from the Deputy Principal - Students. Authority representatives will then independently investigate the situation and report to the Authority's appeal panel. If the panel upholds a student appeal, Nagle Catholic College will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

### **14. 'Assessment free' week prior to examinations**

The week leading up to examinations in Year 11 and Year 12 will be 'assessment free'.

Out-of-class assessments will not be commenced during this week and "due dates" during this week should be avoided.

In-class assessments will not be held during this week, unless the Head of Learning Area deems that the in-class assessment is an appropriate revision tool for the examination. Deviations from these clauses will only take place under exceptional circumstances and after consultation with the appropriate Head of Learning Area.

### **15. Intra-Departmental Consistency**

Where more than one class undertakes a course, every effort should be made to ensure comparability between classes. This can be enhanced by:

- cross marking
- clear marking guides
- regular comparability marking exercises between teachers
- having students complete tasks under identical conditions





## Appendix A

### **Cheating Plagiarism Collusion** (also referred to as a misdemeanour in this Appendix)

1. If a subject teacher believes that a student has cheated/plagiarised/colluded, the teacher must inform the appropriate Head of Learning Area and present evidence of the misdemeanour.
2. The Head of Learning Area will ascertain whether a misdemeanour has occurred.
3. If a misdemeanour has occurred, the Head of Learning Area will speak to the student concerned and allow them a right of reply with regards to the misdemeanour.
4. If the student admits to cheating/plagiarising/colluding, or if it is demonstrated beyond reasonable doubt that a student has cheated/plagiarised/colluded it is to be recorded on SEQTA by the Head of Learning Area. The misdemeanour will be made visible on SEQTA for Deputy Principals, Directors, Heads of Learning Areas and Heads of Houses. The appropriate Director of Students and the student's parents are to be informed by the Head of Learning Area and the following penalties and disciplinary actions will apply

#### Penalty

a) a mark of zero for the whole assessment task

***or***

b) a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised

The Head of Learning Area will decide whether the penalty is a) or b).

#### Disciplinary Action - set by Director of Students in consultation with the Head of Learning Area

### **Years 7-10**

|                          |   |
|--------------------------|---|
| First offence            | Level 2 Detention   |
| Second offence           | Level 3 After School Detention  |
| Third offence            | Level 4 Major Incident (suspension)   |
| More than three offences | Referred for escalation of disciplinary action to the Deputy Principal Students, the Deputy Principal Teaching and Learning and the Principal |

### **Years 11 and 12**

|                |   |
|----------------|---|
| First offence  | Level 3 After School Detention  |
| Second offence | Level 4 Major Incident (suspension)   |
| Third offence  | Referred for escalation of disciplinary action to the Deputy Principal Students, the Deputy Principal Teaching and Learning and the Principal |