

2015 Year Eleven and Twelve Assessment Policy

(under revision)



Newton Moore SHS provides an environment which supports and nurtures its students challenging each to achieve their personal best. This policy states the processes undertaken at Newton Moore SHS for Year 11 and 12 students promoting the school's vision: *Achieving today for tomorrow*. It complies with the School Curriculum and Standards Authority's guidelines outlined in Section 3.7 of the WACE manual. This policy covers the assessment of all WACE courses at Stage One, Two or Three.

Student responsibilities

It is the responsibility of the student to

- complete all subject requirements by the due date
- ensure that all work submitted for assessment is their own original work
- maintain an assessment file for each course and to make it available whenever required
- maintain an exemplary record of attendance, conduct and progress
- initiate contact with teachers concerning absences, missed in-class assessment tasks, requests for deadline extensions and other issues regarding assessment

Parent/guardian/caregiver responsibilities

It is the responsibility of the parent/guardian/caregiver to

- communicate and work proactively with the relevant teachers, HOLAs, Student Services and Administration to maximise opportunities for their child to succeed in their learning
- provide a suitable, well lit study/work area at home
- encourage their child to complete all set work and develop a good homework and study schedule
- ensure their child attends school and avoids unnecessary absence (family holidays or birthdays are unnecessary absences)

Teacher responsibilities

It is the responsibility of the teacher to

- develop a teaching and learning program that meets the WACE syllabus requirements
- provide students with a print and online copy of the course outline by the end of Week Two of Term, including one of the following
 - ◆ the course content
 - ◆ the sequence in which the content will be taught
 - ◆ the approximate time to teach each section of the course
 - ◆ the assessment types as per the syllabus
 - ◆ the weighting for each assessment type
 - ◆ the weighting for each assessment task
 - ◆ a general description of each assessment task
 - ◆ a general indication of the content covered by each assessment task
 - ◆ the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for stages of extended tasks)
- use the school's course outline structure (A direct copy of a sample course outline from the SCSA website will not be accepted as an appropriate course outline)
- provide students with a copy of the syllabus document
- provide their HOLA with an electronic copy of the course outline by the end of Week Two of Term One (a copy will be provided by the HOLA to Administration and will be uploaded onto the MOODLE site)

Teacher responsibilities cont...

- provide students and the HOLA with any revised version/s of the course outline
- administer and assess at least one assessment task by the end of Week Five Term One
- ensure that all assessments are fair, valid and reliable
- provide students with a written description of each assessment task clearly and explicitly explaining what is required and the marking criteria for the assessment
- provide students with timely assessment feedback and guidance using a marking key for each assessment task which makes clear and explicit the criteria to be used to assess a task
- inform students and parents of academic progress as appropriate
- contact parent/guardian to discuss possible strategies to assist the student in improving his/her results when the student is awarded an E or D grade in Semester One Year 11 or 12
- maintain accurate records of student achievement
- enter assessment data into Reporting to Parents on an ongoing basis to support processes for monitoring student progress
- meet school and external timelines for assessment and reporting

Senior School Year Coordinator's responsibilities

It is the responsibility of the Senior School Year Coordinator to

- Regularly monitor Reporting to Parents and review student results in end of semester reports to check student progress towards achieving WACE requirements
- provide counselling for any student who received an E or D grade in any two courses in Year 11 to determine the student's best course of action towards meeting WACE requirements
- meet with Year 11 students who have not achieved a C grade average across four subjects, including achieving a C grade for their English course, and their parents mid-year and at the end of the year to invite the student to re-enrol in Year 11 or counsel as to other courses of action such as seeking alternative education or employment options
- coordinate meetings with Year 11 and 12 students who are at risk of failing, their parent/s or guardian and the Principal

School Administration's responsibilities

It is the responsibility of the school administration to

- implement procedures to provide students with the opportunity to complete the assessment program of their chosen subjects
- implement processes to ensure that assessments are valid, educative, explicit, fair and comprehensive
- implement processes to ensure the comparability of grades in all Year 11 and Year 12 subjects and the statistical moderation of numerical school assessments in ATAR subjects
- submit proposed grades for Year 12 subjects to the School Curriculum and Standards Authority for approval
- assist students with applications for special consideration
- provide parents with formal written reports at the end of each semester
- provide parents with a statement of results by the required SCSA deadline
- organise two parent afternoon/evenings per year in which feedback can be obtained from teachers
- Monitor and check accuracy of data entry into Reporting to Parents
- ensure that students' Community Service and endorsed programs are recorded so that they appear on the students' Statement of Results

Changing Subject

Students can be given credit for work completed in their previous subject at the discretion of the teacher in consultation with the HOLA. Students will not be given credit for work not completed in the subject. Where possible, students will be given the opportunity to complete assessments missed and gain credit where feasible.

All subject changes depend upon the ability of the school to provide for the change, and must have the consent of the student's parent/guardian through a consultation process. Subject changes must be organised through the Year Coordinator and Deputy Principal.

To change subjects

Senior School subject changes will take place by the end of Week Five Term One.

- A student who wishes to change a subject should make an appointment with the Senior School Deputy Principal or approach the Senior School Year Coordinator. Written permission from a parent/guardian must be provided before the change of subject can be approved.
- Subject changes after the deadline can only occur in exceptional and justifiable circumstances as permitted by the School Executive.
- After Week 5 of Year 11, in negotiation with the Senior School Deputy and parents, students studying for an ATAR may drop a subject in order to reduce their study load.

The decision to change/drop a subject is entirely the responsibility of the student and parent/guardian.

Transfer from another School

If a student has transferred from another school it is the responsibility of the student to provide details of all completed assessment tasks from the previous school.

- Teacher checks the student's records at the Front Office for subject data received from previous school.
- Credit for the completion of work in the same course will be given upon the previous school supplying appropriate evidence.
- If previous data not available, the teacher, in consultation with the HOLA outlines the strategies for estimating a ranking (refer current WACE Manual).

Student Absence from Class

A student's absence from class in a subject diminishes their chances of success. 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.

The teacher

- should contact the Year Coordinator to ascertain if there are known circumstances for a student's regular or extended absence/s
- should contact the parent/guardian by phone call, letter of concern or email to express concern about potential effect of poor attendance on student's achievement (all details of parent contact should be recorded by the teacher)
- should inform their HOLA of their concerns and actions

The student

- is responsible for discussing missed assessments with the teacher (If the reason is deemed reasonable by the subject teacher, in consultation with the HOLA if necessary, they will reassign a due date and the student may be assigned lunchtime catch up sessions until the task is completed)
- or their parent/guardian must contact the Year Coordinator as soon as possible if the student is unable to attend school for a lengthy period due to injury or illness (alternative arrangements will be made within the guidelines stipulated in the WACE Manual)

The Year Coordinator

- will contact the parent/guardian with ongoing concerns regarding attendance as part of the Student Services attendance strategies and bi-term review of attendance data
- will monitor attendance with reference to the school's Loss of Good Standing guidelines

Non submission or completion of assessment tasks by or on due date

Scheduled in school assessment tasks

Students who are absent from any scheduled assessment task (which includes tests, oral presentations/tutorials, mandatory excursions, in class assessments etc.) must provide an acceptable explanation in order to complete that assessment task, or a similar task and gain credit. The decision as to whether the reason is acceptable or not is at the discretion of the teacher in consultation with the HOLA. The explanation provided by the student may be accompanied by

- a medical certificate
- a letter, email or phone call/message from a parent/guardian on the due date or prior

If the reason is deemed reasonable by the subject teacher they will reassign a due date and the student may be assigned lunchtime catch up classes until the task is submitted.

When students know in advance they are going to be absent on the day of an assessment, they should advise their teacher and make alternative arrangements to complete or submit the assessment.

Examinations

Students must attend scheduled examinations if this forms part of the assessment program. Dates of examination periods are published at the beginning of the school year and advertised on the school's year planner. In exceptional circumstances, special alternative arrangements may be made through the appropriate Deputy Principal. Participating in family holidays will not be accepted as an exceptional circumstance.

If a student fails to attend an examination and provides an acceptable reason, accompanied by a medical certificate, then the teacher, in consultation with the HOLA, will extrapolate the mark or provide an opportunity to sit the examination.

Meeting deadlines for assessments

Teachers should provide sufficient warning of due dates and advise students of changes to the assessment schedule.

Students may apply to their teacher for an extension to the due date for an assessment until the day prior to the due date. They must complete the *Student Application for Extension of Due Date* form available from their teacher, subject offices or Student Services.

If a student is present at school yet chooses to not submit an assessment on the due date without an acceptable reason or having sought an extension beforehand:

1. The teacher will notify the HOLA.
2. The teacher will make parent contact immediately where possible
3. The teacher or HOLA will send letter to parent advising of failure to submit assessment.
4. The HOLA will regularly advise the Year Coordinator of students of concern.

Students studying University pathway courses - Stage Two and Three

Work not completed by the end of year deadline for submission of course marks will be awarded a zero. If a student submits an assessment late, without an acceptable reason or having sought an extension beforehand will be penalised. (Excursion days and days on which a subject is not timetabled, are not counted as a contact day.)

The following penalties will be applied

- One contact day late - 10% deduction (mark x 0.9)
- Two contact days late - 20% deduction (mark x 0.8)
- Three contact days late - 30% deduction (mark x 0.7)
- Four contact days late - 40% deduction (mark x 0.6)
- Five contact days late - 50% deduction (mark x 0.5)
- On the sixth contact day if the assignment is not submitted, the teacher will place a limit of the mark to be awarded to the assignment to a maximum of 50%. The student is
 - ♦ expected to work in the library during lunchtimes and/or recesses to work on the assignment until the work is completed
 - ♦ to record their attendance in the library by signing the sign-in sheet OR
 - ♦ to attend lunchtime catch up sessions with their teacher at a specified venue
 - ♦ to lose their Good Standing until the assessment task is completed. LOGS is returned immediately upon satisfactory completion and submission of the assignment. LOGS prevents attendance at any non-curriculum based excursions including the school ball and Country Week and will include access to the Cafeteria/Year 11 Common Room.

Students studying General/Career & Vocational Education courses – Stage One

Assessment tasks, as a general principle, should be scaffolded with staggered due dates. An assessment task worth more than 20% of the year school mark should be divided into parts being weighted at no more than 10% each.

Failing to complete assessment work is not an option at Newton Moore SHS. Work not completed by the end of year deadline for submission of course marks will be awarded a zero. If a student submits an assessment late without an acceptable reason or having sought an extension beforehand:

The teacher

- will allocate an additional deadline including a long deadline under exceptional circumstances
- will contact parent by phone, letter or email ASAP
- will keep a record of all parent contact (time, date, nature of contact, response)
- will place a limit of the mark to be awarded to the assignment to a maximum of 80%

If the second deadline is not met, the teacher will place a limit of the mark to be awarded to the assignment to a maximum of 50%.

The student

- is expected to work in the library during lunchtimes and/or recesses to work on the assignment until the work is completed
- record their attendance in the library by signing the sign-in sheet OR

- attend lunchtime catch up sessions with their teacher at a specified venue
- lose their Good Standing until the assessment task is completed (LOGS is returned immediately upon satisfactory completion and submission of the assignment. LOGS prevents attendance at any non-curriculum based excursions including the school ball and Country Week and will include access to the Cafeteria/Year 11 Common Room.)

Suspension

External suspension will not be considered an excuse by NMSHS for a student to not submit nor complete a scheduled assessment.

- If an assessment is due to be submitted on a day the student is suspended, the student is required to submit that assessment by email or through Student Services.
- If an internal assessment has been timetabled during the period of suspension (i.e. test, oral presentation etc) the student will complete that particular assessment immediately upon return to the school *without* any penalty.

Cheating, Collusion and Plagiarism

If a student is found to have cheated, colluded or plagiarised the task it will be deemed not to have been completed and may be assigned a mark of zero. The HOLA is to be notified using a communication report, the student is to be interviewed by the HOLA and parents invited to an interview with the teacher and HOLA.

Examinations Regulations

At Newton Moore Senior High School we follow the examination protocols prescribed by the SCSA for the WACE examinations. When attending examinations the student must adhere to the exam guidelines issued to students prior to the examination period. Breaches of the examination rules including collusion will be reported by the exam supervisor and penalties will be applied. Any cheating or collusion between candidates will result in the cancellation of the subject paper of each of those involved with an inspection of prior papers in any common examination for evidence of collusion.

Students with Special Needs

Students who have special education needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus. When assessing students with special education needs, NMSHS will consider the functional impact of the disability and will implement special arrangements where a student with a disability cannot complete an assessment task, written or practical, under the standard conditions. Students who have special education needs and their parent/guardian will be advised of the possibility and implications if it is considered that they will not be able to complete all the content or assessment tasks for a course.

The Year Coordinator will assist students where relevant to make formal application to the SCSA to sit WACE examinations under varied conditions. NMSHS will ensure that students studying at Stage Two and Stage Three sit assessments in line with those likely to be approved by the Authority.

Right of Appeal

Students who have issues with the marking/grading of an assessment should

- discuss their concerns with the teacher wherever possible
- speak with the HOLA if these concerns are not resolved. Alternatively the parent/guardian may contact the HOLA who will conduct a review

If their concerns are not resolved by the HOLA, parents may contact the relevant Deputy Principal.

Students also have the right to appeal against their school mark at the end of each year. NMSHS will provide the student with a statement of results in line with the annual SCSA deadlines. If a student has concern about the grade or mark awarded, the appeal process will examine whether

- the course outline conforms with syllabus requirements
- the school's assessment policy conforms with the SCSA guidelines
- the school's assessment procedures conform with its assessment policy
- there are any procedural or computational errors in determining the school mark and/or grade

The process for appeal is as follows

- parent/guardian writes to the Senior School Deputy Principal outlining the reason/s for the appeal
- Senior School Deputy Principal will consult with the relevant teacher and HOLA
- Senior School Deputy Principal will facilitate a meeting between all parties concerned

If the meeting fails to reach a conclusion concerning the appeal, the school will provide information to the parent/guardian to seek recourse through the SCSA. The school will advertise within the school community the annual closing date for appeals as specified in the annual *WACE Activities Schedule*.

Glossary of terms used in this document:

ATAR	Australian Tertiary Admissions Rank.
Cheating	regarded as an action which provides unfair advantages in the completion of an assessment.
Collusion	when the student submits work that is not their own for assessment.
Course outline	document which functions as a course and assessment outline
HOLA	Head of Learning Area
LOGS	School's Loss of Good Standing policy.
Plagiarism	when someone else's words or ideas are used without acknowledging that this has been done so (citing references).
Reporting to Parents	Online assessment reporting system used in all government schools.
SCSA	Curriculum and Standards Authority. Government body which administers Senior School courses across all WA schools.
WACE	Western Australian Certificate of Education
WACE Manual	publication containing guidelines for the delivery, assessment and certification of all Senior School courses issued to all schools annually by the SCSA.

