



BALLAJURA COMMUNITY COLLEGE

**ASSESSMENT AND
REPORTING POLICY**

YEAR 7 - 12



ASSESSMENT AND REPORTING POLICY – YEAR 7 - 12

INTRODUCTION

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The application of the Assessment Policy and guidelines may vary according to a specific Learning Area context. Students and parents will be advised well in advance of any amendments. The outcomes which students may derive from their studies will be determined in a manner that is procedurally fair.

1. OVERVIEW

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- making judgements of student achievement in relation to expected standards;
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, educative, explicit and reliable.

2. ASSESSMENT GUIDELINES

Teachers at Ballajura Community College collect a range of information on students to make accurate and reliable judgements about their skills and understandings, these may include formal tests, assignments, practical work or anecdotal information. All assessments are carried out under specified conditions that are substantially the same for all students, ensuring the authentication of student work. Students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority guidelines. Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum & Standards Authority and for Years 7 – 10 by the Western Australian Curriculum and Assessment Outline. A subject/course unit outline (including task deadlines) and assessment outline must be provided to all students (Years 7 – 12) at the start of the learning program.

3. STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete all subject/course/learning area requirements by the due date
- maintain a folio of evidence for each subject/course/learning area studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk)
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- Complete any missed work that occurred as a result of their absence.

4. STAFF RESPONSIBILITIES

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that meets Schools Curriculum & Standards Authority/Western Australian Curriculum and Assessment Outline requirements and guidelines
- provide students with a subject/course outline and assessment outline at the start of the subject/course
- ensure that assessments are fair, valid, educative, explicit and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement and assessment
- meet school and external timelines for assessment and reporting
- participate in moderation processes at the College and/or Schools Curriculum & Standards Authority
- inform students and parents of academic progress as appropriate.
- Ensure all students have the opportunity to complete scheduled assessment tasks in class time.
- Modify assessment tasks where students are known to have learning difficulty.

5. MISSED ASSESSMENT WORK DUE TO ABSENCE FROM CLASS

General

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met.

Scheduled assessment tasks (including tests and examinations)

Absence from a scheduled assessment task must be explained by one of the following:

- telephone call, letter or email from parent/guardian.
- medical certificate (for prolonged absences or where a student is repeatedly absent for an assessment task)
- If a student is absent on a day when an assessment is scheduled, the student will be required to complete the assessment, during the following lesson, or as required by the classroom teacher. Satisfactory explanation of the absence may enable the student to complete that assessment task, or a similar task, and gain credit.
- The College must be notified in advance by their parent if a student knows they are going to miss a scheduled assessment.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.

Submitting assessment tasks (including assignments and projects)

If a student is absent on the due date for submission of an assessment item, it is the responsibility of the student to make arrangements for submission on or before the due date.

Unsatisfactory explanation

Where there is no satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made for the submission of an assessment task, unit assessment requirements may not be met. The student and parent/guardian will be informed, and the school may use its discretion in determining an appropriate strategy which could address the issue. Non-completion and/or late submission of assessment requirements will result in consequences that may include:

- a scaled reduction of the mark (eg based on number of days late)
- a maximum mark of 50% for work submitted more than 5 school days after the due date
- a mark of zero
- loss of Good Standing (refer to Good Standing Policy)

Acceptable explanation

Where the reasons for non-completion are acceptable to the school (e.g. prolonged illness, serious personal circumstances, etc ...) then the following assessment strategies may apply:

- providing an alternative assessment task
- extension of time
- estimating performance based on previous performance

Parents/guardians will be notified if the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of non-completion or late submission of work.

Extensions

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers may make their judgement on the evidence available by the deadline. Application for an extension must be submitted in writing, before the due date of submission, and signed by a parent/guardian. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student's learning program. Parents should enrol their child in the School of Isolated and Distance Education (SIDE) for periods of three or more months.

Absence due to family holiday

In line with Department of Education guidelines, the Principal does not authorise holidays during school time due to implications on student learning. Where parents choose to do this, teachers may provide support where possible. Where a student will be absent from scheduled assessments due to family holiday, the student must negotiate to complete and submit the assessment prior to holiday departure, or email the assessment to the teacher by the due date.

6. CHANGING A SUBJECT/COURSE (ALL SUBJECTS/COURSES FOR YEAR 11 & 12/ VOCATIONAL AND RECREATIONAL SUBJECTS FOR YEAR 9 & 10)

Generally, it is not possible to change after the first month, as to do so would place a student at risk of not completing requirements. The school will only consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the principal or their nominated representative. Where a student changes school during a school year, credit for the completion of work in the same subject/course will be given when the student and/or previous school supplies appropriate evidence (Year 11 & 12).

7. SCHEDULED ASSESSMENT PROTOCOLS

It is a requirement of the College that students follow test conditions when sitting a scheduled in-class assessment. Mobile phones and electronic devices are to be stored in the students' bag and placed at the front/rear of the classroom, as directed by the classroom teacher. Students are expected to remain silent and not to leave the classroom during the assessment. Only clear water filled bottles and items specified by the classroom teacher will be allowed during the assessment. The classroom teacher will inform students when additional or alternate requirements apply, particularly in subject areas that include practical components.

8. CHEATING, COLLUSION AND PLAGIARISM

All work in each individual assessment task must be the work of the student. All students will be made aware of this at the start of year explaining the concept of plagiarism and the consequences associated with the practice. 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)
- 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).
- If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Department (HOD) / Teacher-In-Charge. As part of this process, the student and parent/guardian 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 procedure will be undertaken:

1. Identify the evidence of plagiarism.
2. Investigation with HOD and student.
3. Contact parents.
4. Discussion with student about consequences.

If the student is proven to have cheated, colluded or plagiarised, for reasons that are not acceptable to the school, e.g. blatant downloading of essays; copying another student's work, a consequent marks reduction will apply. Consequences for students may include:

- A mark of zero for entire assessment
- Scaled reduction of the mark for entire assessment.
- A mark of zero or reduction of mark for a particular section of the assessment.
- Alternative assessment.
- Re-submitting of task to a maximum reduced mark. e.g. student may only receive a maximum mark of 50% for resubmitting the assessment.

Departments, in line with BCC Policy for Plagiarism, will decide on consequences, taking into account extenuating circumstances such as prolonged illness, nature of plagiarism; serious personal circumstances.

Appendix A – Sample Assignment Cover Sheet

Attached is an assignment cover sheet that could be altered to suit department contexts, in relation to plagiarism, assessment task descriptions, record keeping and processes.

9. STATE AND NATIONAL ASSESSMENTS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 7 and 9 are required to sit NAPLAN tests in Reading, Writing, Numeracy and Language Conventions (spelling, grammar and punctuation.) These assessments are held nationwide and take place in the second full week in May every year. All students who participate in the NAPLAN tests will receive an individual report of their results and will accompany their Semester Two school report.

Online Literacy and Numeracy Assessments (OLNA)

As an essential requirement of Western Australian Certificate of Education (WACE) achievement, all students are required to achieve a minimum standard of literacy and numeracy. This standard can be met by achieving Band 8 or above in NAPLAN Reading, Writing and Numeracy tests in Year 9, or through successful completion of the Online Literacy and Numeracy Assessments (OLNA). Students have the opportunity to participate in these tests in March and September each year through years 10, 11 and 12 until they are successful in all three assessments. Parents will be informed of their child's progress in the OLNA in Term 4 of each year.

Note: Students who have not achieved the literacy and/or numeracy standard through NAPLAN performance, and did not sit each OLNA test in Year 10, are not eligible to study corresponding Foundation Courses in Year 11.

Externally Set Task (EST)

Year 12 students enrolled in a General or a Foundation course will be required to sit an externally set task as part of their assessment outline. The EST is weighted at 15% of the students mark and will take place during week four of Term Two.

10. EXAMINATIONS

Regulations

When attending examinations, students must adhere to the regulations for that examination.

Details of regulations will be issued with the examination timetable. Infringement of regulations will result in an appropriate penalty.

Attendance (Year 11 and 12)

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the principal and/or delegate (Year 11 and 12) before the examination date. Participating in family holidays may not be accepted as an exceptional circumstance.

11. STUDENTS REQUIRING SPECIAL CONSIDERATION

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with Schools Curriculum & Standards Authority/NAPLAN/OLNA guidelines.

12. ASSESSING STUDENT ACHIEVEMENT

Student achievement will be assessed according to the requirements as directed through the:

- Western Australian Curriculum and Assessment Outline;
- WACE Manual (Years 10 -12); and/or
- Documented industry specific standards for the VET course (Years 10 -12)

Students at Risk

Provision is made in the Western Australian Curriculum and Assessment Outline where after considering the best interests of a student's development and self-esteem, in consultation with parents the A-E grades may be replaced with an alternative reporting format.

13. REPORTING

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be regularly informed about a student's progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the subject/course requirements and receiving a U or RNM (Year 11 and 12)
- meeting WACE requirements (Year 11 & 12).

Student achievement is reported to the Schools Curriculum & Standards Authority. The Council statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's record of achievement.



APPENDIX A - ASSIGNMENT COVER SHEET

SUBJECT : _____

STUDENT NAME (print clearly) _____ SURNAME/FAMILY NAME FIRST NAME		HOME ROOM _____
TEACHER NAME (print clearly) _____		DUE DATE _____
TOPIC OF ASSIGNMENT _____		

STUDENT DECLARATION

Please tick to indicate that you understand the following statements:

I declare that:

- This assignment is my own original work, except where I have **appropriately** acknowledged the original source
- This assignment has not previously been submitted for assessment in this or any other subject.

For the purposes of assessment, I give the assessor of this assignment the permission to:

- Reproduce this assignment and provide a copy to another member of staff; and
- Take steps to authenticate the assignment and check online resources

Student signature _____

Date _____

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Key Messages

The complete policy can be found on the College website at: <http://bcc.wa.edu.au/parent/other-policies/>



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