



BALLAJURA COMMUNITY COLLEGE

**ASSESSMENT AND
REPORTING POLICY**

YEAR 7 - 12

DOCUMENT HISTORY

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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 and reporting process. The application of the Assessment and Reporting Policy 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. PURPOSE OF ASSESSMENT

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 (SCSA) guidelines. Year 11 and 12 assessment has mandatory guidelines set by SCSA and for Years 7 – 10 by the Western Australian Curriculum and Assessment Outline (WACAO). 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. Assessment for students undertaking VET qualifications is governed by standards established by the Australian Skills Quality Authority (ASQA) and the relevant Registered Training Organisation (RTO).

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
- 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 SCSA/WACAO/RTO 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 in SEQTA
- meet school and external timelines for assessment and reporting
- participate in moderation processes at the College, with College networks and SCSA
- 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.
- where a student has missed an assessment, apply the most appropriate missed assessment protocol and enter a note in SEQTA marksbook under "private annotation"

5. MISSED ASSESSMENT DUE TO ABSENCE FROM CLASS

General

It is understood and accepted that some students will not be able to achieve 100% attendance. For instance, students who are feeling unwell or affected by COVID should not attend school. The Department of Education have deemed that a minimum of 90% is considered regular attendance as significant absence from school can limit a student's ability to achieve to their potential. Extended absence frequently results in lower levels of achievement, or 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, email or SEQTA message from parent/guardian or a 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 alternate arrangements for submission on or before the due date. The teacher will then determine the most appropriate format to ensure fairness and validity.

Unauthorised Absence

The following scenarios, are deemed unauthorised absences:

- Unexplained absence, vacation, truant, unacceptable reason

Section 23 of the School Education Act 1999 requires that students attend school on the days on which it is open for instruction. An absence from school that is not due to temporary physical or mental incapacity, cultural or religious observance, suspension or other reasonable cause as approved by the College, will be deemed as an unauthorised absence. Where there is an unauthorised 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 (e.g., based on number of days late, or based a student's previous performance)
- a maximum mark of 50% for work submitted after 5 school days after the due date
- a mark of zero
- loss of Good Standing (as a result of the unauthorised absence, see Good Standing Policy)

Authorised Absence

The following scenarios, are deemed authorised absences:

- incursion, excursion, in-school appointment, sick, attending a cultural or religious event, an unavoidable medical appointment, withdrawn or suspended

For students with an authorised absence, the following assessment strategies may apply:

- providing an alternative assessment task
 - if the student is away for longer than 5 x school days (e.g., illness, COVID positive, symptomatic close contact or symptomatic symptoms persist) then the student may be provided with an alternative assessment.
 - the student may be requested to complete an alternate remotely accessible assessment (e.g., through SEQTA, EdPerfect). There may be a follow up validation assessment at the discretion the HoD/TiC/Teacher
- extension of time
 - the student will be required to complete the assessment generally within two days of return (as long as it doesn't unfairly favour or significantly disadvantage the student or the rest of the class), up to a maximum of 5 school days after other students have sat the assessment.
- estimating performance based on previous performance
 - an estimated mark may be applied (as long as it doesn't unfairly favour or significantly disadvantage the student or the rest of the class) n.b. not applicable to VET qualifications.

- exemption from sitting that assessment.
 - the student may not be required to sit that assessment (as long as it doesn't unfairly favour or significantly disadvantage the student or the rest of the class)
 - note: If the student is in Year 11 or 12, the teacher will ensure that the student's WACE result is not compromised n.b. not applicable to VET qualifications.

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. n.b. not applicable to VET qualifications.

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 (an email or a signed note from a parent will suffice), 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.

Absence due to state or national representation

Where a student has been selected to represent the state or the nation in an event, the parent may request authorisation from the Principal. This must occur in person or in writing prior to the event where a modified schedule may be considered depending on the circumstances and duration.

Regular or frequent absence from assessments

Where a student displays repeated behaviours in missing assessments, the College will arrange a meeting to discuss the reasons behind this and determine whether the absence is authorised or unauthorised

Late enrolments

Where a student enrolls late in the College or the class, the classroom teacher, in consultation with the Head of Department will make a judgement as to the impact of the missed work in determining a final mark/grade for the student.

6. CHANGING A SUBJECT/COURSE (ALL SUBJECTS/COURSES FOR YEAR 11 & 12/ VOCATIONAL AND WHOLE SCHOOL 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 (TiC). 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
2. investigation with HOD/TiC 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 or inappropriate use of technology, a consequence 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.
- A judgement of non-competent for VET units of competency

Departments, in line with BCC Policy for Plagiarism, will decide on consequences, taking into account extenuating circumstances such as prolonged illness, nature of plagiarism and 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. n.b. not applicable to VET qualifications.

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, in years 9–12, have the opportunity to participate in these tests in until they are successful in all three assessments. Year 9 and 10 students have one attempt whereas years 11 and 12 students have two attempts per year. Parents will be informed of their child's progress in the OLNA as soon as practicable once the College receives the results.

Externally Set Task (EST)

The EST is a written assessment task which is developed by the School Curriculum and Standards Authority and is designed to be completed within 50 minutes. It is included in the assessment schedule of the Year 12 General and Foundation syllabuses as a separate assessment with a weighting of 15% for the pair of units. All students that are enrolled in a General Year 12 and/or Foundation Year 12 Course are required to complete the EST. If a student is enrolled in more than one general and/or foundation course, they will be required to undertake an EST for each course. The school will administer the ESTs during Weeks 3, 4 and 5 in Term 2 under scheduled assessment protocols (see section 7). Students undertaking a Music course will not be required to have audio files. Students undertaking Mathematics Essentials are still permitted to take in one page of notes.

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 SCSA/NAPLAN/OLNA guidelines.

12. GRADING

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

- WACAO (Years 7 – 10);
- WACE Manual (Years 11 -12); and/or
- documented industry specific standards for the VET course (Years 10 -12)

This implies that grade cut-offs are not pre-determined. Teachers, under the guidance of their Head of Department/Teacher in Charge, will incorporate the following process in determining student grades:

- during the assessment process, teachers may apply a statistical adjustment to student marks where an assessment, upon reflection, has been deemed too easy or too difficult. This adjustment is referred to as standardisation and will take place under consideration from the Head of Department.
- at the end of the learning cycle, the teacher will rank all students (where the subject is taught across multiple classes, the marks will be merged onto one ranking sheet).
- the teacher will identify indicative 'grading cut-points' that align with historical judgements, previous performance of the students, validity and effectiveness of the assessment tools used during the learning cycle
- the teacher will analyse the student work, with reference to the judging standards/grade related descriptors of the students close to either side of the cut points to determine the actual 'cut point'.
- note: in programs where the work requirements are modified, e.g., ACCESS, LINKS and ACE, there may be considerable differences in cut-points compared to mainstream classes, due to the design of assessments

For example, at the end of one reporting cycle, the cut-point for a "C" grade in year 12 ATAR English may be equated to a final mark of 47% based on all the assessments that were carried out over the year in relation to the grade related descriptors, whereas the cut point for a "C" grade in year 12 Human Biology may be equated to a final mark of 52%. This may differ again in another reporting cycle.

Students at Risk

Provision is made in the WACAO 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 D or an E grade (Year 11 and 12)
- making satisfactory progress toward the completion of VET qualifications
- meeting WACE requirements (Year 11 & 12).

Student achievement is reported to SCSA. SCSA 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. For VET qualifications, student achievement is reported to the relevant RTO for validation.



APPENDIX A - ASSIGNMENT COVER SHEET

SUBJECT: _____

STUDENT NAME (print clearly)

HOME ROOM

SURNAME/FAMILY NAME

FIRST NAME

DUE DATE

TEACHER NAME (print clearly)

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 _____