



Kununurra DHS

Year 7 – 10 Assessment, Moderation and Reporting Policy 2019

1. Overview

As teachers, our fundamental task is to teach, and evaluate the effectiveness of our teaching through the progress of our students. Assessment, both formal and informal, is the means by which we do this.

Kununurra DHS is dedicated to establishing and maintaining equitable and accurate assessment policies and procedures. This policy meets the requirements of the School Curriculum and Standards Authority (SCSA) *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy* (mandated in 2016) and available on the SCSA website at <http://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>

2. Assessment

Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgements about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.

The SCSA principles of Teaching, Learning and Assessment focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning.

The principles assist whole-school planning and individual classroom practice. The principles are:

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purpose
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

3. Student Responsibilities

It is the responsibility of students at KDHS to:

- Maintain a good record of attendance, conduct and progress. (A student who is absent for five lessons or more per term is deemed to be 'at risk' of not completing course requirements)
- Read and be familiar with the Year 7-10 Assessment Policy
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and any other issues pertaining to assessment
- Actively reflect on their own learning and participate in discussions about teaching / learning and assessment processes
- Respond to informal and formal feedback given by teachers
- Meet the assessment deadlines set by the classroom teacher
- Ensure that all work submitted is their own

- Participate to the best of their ability in all assessment tasks, and prescribed national, state and system tests

4. Teacher Responsibilities

It is the responsibility of teachers at KDHS to:

- Use data from prescribed national, state-wide and school-based assessments to inform teaching / learning programs and practice
- Develop Assessment Outlines that adhere to SCSA guidelines and includes:
 - the number of tasks to be assessed
 - a general description of each task
 - an indication of the coverage of the syllabus content provided by each task
 - the approximate timing of each task
 - the weighting of each assessment task
- Publish Assessment Outlines on Reporting to Parents
- Establish and maintain contact with parents, providing students and parents with a copy of Course / Assessment Outlines at the commencement of the course
- Develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian Curriculum <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>
- Ensure that assessments enable all students to demonstrate their knowledge, understanding and skills in relation to the year-level achievement standard
- Monitor and assess individual student achievement, referring to SCSA's Principles of Learning, Teaching and Assessment <http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>
- Provide students with a Task Sheet and Marking Key detailing the criteria upon which student achievements will be judged in assessment tasks. This is to be provided to students *before* students attempt a formal assessment task.
- Provide students with timely, written assessment feedback and guidance and opportunities to reflect on their own progress
- Maintain accurate records of student achievement and record all results in Reporting to Parents
- Keep student portfolios containing all documentation and samples of work at least until grades are confirmed. Students should have access to copies of their work samples if required.
- Maintain an on-going communication with parent/s about student achievement and progress and inform the parent/s in writing if student performance is of a concern or to be commended
- Participate in professional learning and collaboration to ensure consistency of judgements between teachers and across schools to ensure A-E grades are awarded consistently and in accordance with the Western Australian Curriculum Judging Standards Tools and Achievement Descriptors <http://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards>
- Meet school and system timeframes for assessment and reporting.

5. Parent / Carer Expectations

It is expected parents/carers will:

- Read and be familiar with the Year 7-10 Assessment Policy
- Inform the Year Coordinator and / or classroom teachers of any disability, learning difficulty, injury or cultural belief which may affect their child's learning and/or assessment outcomes.
- Contact the subject teacher, prior to the due date if there is a *valid* reason for late submission of work and/or request an extension of time for an assessment task / item
- Contact the Principal to authorise the extenuating circumstances around any vacation leave that needs to be taken during the school term, understanding that staff are not required to provide work or warrant extensions for students who take unauthorised vacations.
- Take advantage of opportunities to be informed or to learn about assessment procedures (Parent Information sessions, contacting teachers with questions)
- Support their student to maintain a good record of attendance and ensure that work submitted is the student's own and is submitted on time
- Contact the subject teacher if a Letter of Concern is received or if they have any concerns regarding their child's progress or the teaching / learning program.

6. Assessing Student Achievement

In each course, a number of assessment tasks occur during the year. Some tasks are completed in-class and others are completed out-of-class. 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 a course at the end of the year.

The requirements for each assessment task will be clearly described in writing on a Task Sheet (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will also be provided.

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 brief provided to the students at the commencement of the task.

7. Students With Special Education Needs (SEN)

Students who have been identified as having additional learning needs (for example, gifted and talented students, students with disability, and students for whom English is an additional language/dialect), will have access to modified curriculum programs and assessments. These modifications will be consistent with those outlined by the School Curriculum and Standards Authority (<https://k10outline.scsa.wa.edu.au/home/policy/policy-standards/curriculum-planning>) and will be documented in the form of an Individual Education Plan (IEP) or a Group Education Plan (GEP). These students will be assessed on their individual progress / achievement towards clearly identified objectives in a SEN report.

Any student who is unable to complete any assessment task because of their special education needs will be provided with a modified or alternative opportunity to demonstrate their knowledge, skills and understandings.

For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required by SCSA.

8. Modification of the Assessment Outline

When a student's personal circumstances (including cultural beliefs, extended illness, personal circumstance, injury or disability) prevent a student from completing a particular assessment task, alternative arrangements may be made in consultation with the teacher.

If circumstances change during the teaching of a course unit that requires the teacher to make *significant* adjustments to scheduled assessment tasks or the course / assessment outline, then an updated copy of the required documentation clearly indicating the changes will be provided to students.

9. Completion of Assessment Tasks

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

Unless there is a reason that is acceptable to the school, failure to attend a scheduled in-class assessment task or submit an out-of-class assessment task on time, may result in the student receiving a lower grade than expected at the end of the course and could put a student at risk of not being able to demonstrate the Achievement Standard (a 'C' grade).

'Take-home' / Out of Class Assessment Tasks:

For an out-of-class assessment task, where the student does not submit the task to the teacher or Head of Learning Area on the due date and does **not** provide a reason which is acceptable to the school, the following penalties apply:

- **A deduction of 10% of the raw score per day for five days**
- **A mark of 50% of the raw score (if submitted more than five school days late)**
- **A zero mark if not submitted**

Where a student knows they are likely to experience difficulty meeting a deadline, they must discuss the matter with the subject teacher at the earliest opportunity *before* the due date to apply for an extension.

In-class Assessment Tasks / Tests:

For a missed in-class assessment task, a student will be given an opportunity to attempt the task at the first available time upon their return to school. If a student has not returned to school within one week, **and a reason that is acceptable to the school has not been provided**, a zero mark will be attributed to the task.

Parents will be notified in writing if a student does not submit an assessment task.

10. 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 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.

In these circumstances the parent/guardian must:

- contact the school by the end of the school day (2:10pm) **and / or**
- provide a medical certificate or note within two days of the student's return to school.

In the case of an exam the parent/guardian must:

- contact the school **before the commencement of the exam and**
- provide a medical certificate upon the student's 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**
- 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**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

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, doctor's appointment). **Unauthorised family vacations during the term are not considered a valid reason for non-completion or non-submission of an assessment task. Students absent for unauthorised vacations may be penalised for any missed assessments in accordance with the Assessment Policy guidelines.**

11. Extension Policy

A student may apply to a teacher for an extension to the due date for an assignment *in exceptional and justifiable circumstances* (eg. with a medical certificate). Such requests must be made **prior to the due date**. In such exceptional and justifiable circumstances, a teacher can choose to allow extra time for the completion of the previously assigned task

If an extension is approved, the extra time allowed and the nature of the task will be at the discretion of the teacher and the task will be assessed without penalty.

If a student does not apply for or receive an extension, then the same consequences will apply as for those that hand in work late without a satisfactory explanation.

12. School Examinations

A written examination will be held in all Stream 1 classes for students in Year 9 and 10 at the end of Semester 1 and the end of Semester 2. Exams are included in the assessment outline for the course.

Examinations are typically 2 hours in Year 9 and 2.5 hours in Year 10. The examination timetable is issued to students prior to the examination week.

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 for the course.

Examinations at KDHS are conducted according to SCSA guidelines for WACE exams.

13. External Assessment - NAPLAN and OLNA

Prescribed national and state-wide assessments will be administered to students in accordance with DoE timelines and guidelines and the results reported to parents / carers on the current roll.

Data from these prescribed assessments will be used to inform teaching / learning programs and practices at an individual, class and whole-school level.

Students in Western Australia are required to achieve a result of Band 8 or higher in Reading, Writing and Numeracy in NAPLAN. Students who do not achieve this standard will be required to sit the Online Literacy and Numeracy Assessment (OLNA) in Year 10. Students will need to pass all aspects of this assessment by the end of Year 12 to achieve their Western Australian Certificate of Education (WACE).

14. Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit any work for assessment which contains:

- Material that is identical or similar to the work of another person (e.g. another student, a parent, a tutor)
- Material that is identical or similar to any aspect of any published work unless the source is acknowledged in referencing or footnotes.
- Material that has been completed with assistance (unless fully disclosed).

Students shown to have been involved with cheating or plagiarism in assessed work or in tests and examinations will not have that work accepted as valid evidence of their achievement:

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- If it is a first offence, the teacher may allow the student to re-submit the task OR
- a mark of zero for the part of the assessment task where the teacher can identify that it has been copied or plagiarised OR
- a mark of zero for the whole assessment task.

The parent/guardian will be informed of the penalty and any further disciplinary action.

15. Retention and disposal of student work

All marked assessment material is required to be held by the teacher for moderation purposes and to assist in assigning final grades at the completion of the course or school year. The use of student assessment materials for any other purposes, including sharing outside of the school or publication of any kind, requires the written permission of the student and parent.

Students will have access to copies of their assessment tasks upon request for revision purposes, however the school retains assessment files until after grades have been finalised and communicated to parents. The written assessment tasks and/or folios are then available to students for collection after the marks have been accepted. All materials not collected by the students by the end of the school year will be securely disposed of by the school.

Government schools retain their assessment records until the year the student turns 25 in accordance with the State Records Act 2000.

16. Review of School Assessment

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or 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 of the course.

The student (or 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 for the course) does not meet School Curriculum and Standards
- Authority requirements
- the assessment procedures used in the class do not conform with the school's assessment policy
- procedural or computational errors have occurred in the determination of the mark/s and/or grade/s

17. Reporting Achievement

Kununurra District High School reports a progress report indicating student achievement at the end of Term One and Semester One, and a **final grade for the year at the end of Semester Two**.

The Semester One and Semester Two reports include:

- a comment by the teacher for each course
- a grade for the course (based on the weighted total mark for all assessment tasks in the course, including the school exam/s where applicable) - *the Semester One grade is a progress grade based on the assessment tasks completed at the time of reporting.*
- a mark in the semester exam (where applicable)

At the request of parents, staff will also provide information on how a student's achievement compares with the student's peer group at the school.

A student may **not** be awarded a grade if:

- attendance at school has been insufficient and a fair and valid judgement of achievement cannot be made
- for reasons acceptable to the school, the student is not able to complete enough assessment tasks to provide the school with sufficient evidence to enable a grade to be assigned.