



ASSESSMENT POLICY

1. Rationale

Assessment is an essential and ongoing part of the teaching and learning cycle. It is used to gather and interpret information about students' progress, provide feedback to students for improvement and guide subsequent teaching. Assessment is also carried out at the completion of developmental activities or units of work to determine the extent of progress and achievement, and for reporting purposes.

2. Definitions

Formative assessment is used to provide feedback to students and teachers to promote further learning. Formative assessment is assessment *for* learning. It is used at the beginning of an instructional period and throughout the teaching and learning program to determine what students already know and where there are gaps and misconceptions. This information is used to provide feedback to students for improvement, as well as guide teachers' decisions in how to enhance teaching and learning. Formative assessment also includes assessment as learning where students reflect on and monitor their own progress and develop individual learning goals for ongoing improvement.

Summative assessment is assessment *of* learning. This type of assessment provides students the opportunity to demonstrate their mastery and knowledge of the course content, and is generally used at the end of an instructional period, topic or unit of work. Results from summative assessments are usually formally recorded and used to calculate students' overall marks and grades. This assessment data also provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

Plagiarism is the act of presenting another person's words, pictures, diagrams or ideas as one's own, whether the plagiarism is intentional or accidental.

3. Scope

This policy applies to all to all students from Years 7-12, and is based on School Curriculum and Standards Authority (SCSA) assessment and reporting requirements. It concerns the assessment of all SCSA courses and SCSA accredited courses, including those pertaining to the Western Australian Curriculum, ATAR, General, Foundation, Preliminary, VET industry specific and endorsed programs. The support and encouragement offered by parents is an important element of the success of the College's academic program.

4. Principles

Assessment should be carried out continuously and cumulatively throughout a student's course of study but should not dominate the teaching and learning program.

Good assessment should be:

- **Valid and reliable** – Tasks should assess the knowledge, understandings and skills outlined in relevant course and assessment outlines, and be administered to students after having been provided a reasonable opportunity to fully engage with this content.
- **Fair** – Assessments must provide students the opportunity to demonstrate achievement across the full range of abilities as outlined in the SCSA Judging Standards, Grade Descriptors or other success indicators. For example, if the 'A grade descriptor' states that students must be able to apply concepts, then students should be given the opportunity to apply concepts in the assessment.



- **Explicit** – Assessment questions should be unambiguous and clearly stated using relevant key verbs and language directly related to the course. Success criteria should be made explicit to students throughout the teaching and learning program and students should be fully aware of success requirements prior to any given assessment.
- **Inclusive** – Students should not be hindered from success due to circumstances they cannot control. Assessment tasks should be sensitive to gender, culture, linguistic background, socio-economic status, geographical location, physical disability and learning difficulties.
- **Educative** – Students should be provided with adequate feedback to identify areas of strength and areas for improvement to further their learning after completing an assessment task.

In addition to the principles above, Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015 requires that assessments for VET are designed in accordance with the Assessment Guidelines of the relevant Training Package, and conducted in accordance with the following Rules of Evidence:

- **Valid:** Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.
- **Sufficient:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of the unit of competency have been satisfied and that competency can be demonstrated repeatedly.
- **Authentic:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the students own work.
- **Current:** Currency relates to the age of the evidence presented by students to demonstrate that they are still competent.

5. Procedures

5.1. Responsibilities of the School

The Head of Learning Area/Subject/VET Coordinator is responsible for:

- Ensuring all Year 7-10 teaching and learning programs meet the requirements of the Western Australian Curriculum, and all Year 11 and 12 course outlines and assessment outlines meet the requirements of the relevant SCSA syllabus. VET programs should be undertaken with a Registered Training Organisation (RTO), or assessed by a teacher holding a Certificate IV in Training and Assessment in association with an RTO, and subject to the appropriate assessment framework. Endorsed Programs should be assessed in accordance with the applicable published guidelines.
- Overseeing the teaching, learning and assessment program for all courses offered by the department, including the maintenance of accurate marks books which are regularly updated and made visible to students and parents.
- Overseeing the marking and moderation of students' work to ensure internal and external comparability, and



ensuring teachers return assessments in a timely manner and provide adequate feedback to students.

- Overseeing the allocation of grades with teachers in accordance with SCSA Judging Standards and Grade Descriptors.

The Class Teacher is responsible for:

- Developing the teaching and learning program for all subjects they teach, including course outlines and assessment outlines which meet the requirements of the Western Australian Curriculum, relevant SCSA syllabus or other published guidelines for VET and Endorsed Programs. A copy of the syllabus and these related documents should be provided to students and parents via SEQTA at the beginning of the course. Students in Year 11 and 12 should receive the full year's program for each course they are studying.

Course Outlines should include:

- A list of the knowledge, understandings and skills to be taught from the relevant syllabus, including sequence of content and the approximate time allocated to teach each section of the course.
- Suggestions of activities and links to relevant resources.
- The timing and weighting of assessments.

Assessment Outlines should include:

- A general description of each assessment task including the assessment type and content coverage
- Assessment weightings.
- Approximate timing of each task.
- Providing students and parents an updated copy of the course and/or assessment outline via SEQTA if circumstances change which require adjustments. Changes should also be verbally explained to students.
- Providing students, visually and verbally, with explicit learning intentions and success criteria for each lesson.
- Providing students with opportunities to engage in formative assessment for feedback and guidance, and to support students develop personal learning goals for improvement.
- Ensuring that all assessments are valid and reliable, fair, explicit, inclusive and educative.
- Providing in writing, for each assessment task, what the student needs to do, including the steps involved for extended tasks, and the criteria against which the task will be marked.
- Providing students with feedback for summative assessments in a timely manner. Accurate records of student achievement should be maintained using SEQTA marks book, and marks should be made visible to parents and students. Parents should be notified if a student achieves less than 50% in an assessment task.



- Meeting College and external timelines for assessment and reporting.
- Allocating grades in consultation with the Head of Learning Area/Subject Coordinator in accordance with SCSA Judging Standards and Grade Descriptors.
- Informing students and parents of academic progress as appropriate.

5.2. Responsibilities of Students

Students are responsible for:

- Ensuring they are familiar with the teaching and learning program, including course outlines and assessment outlines which are provided by teachers at the beginning of each term/semester and visible on SEQTA.
- Approaching instructions and tasks with a desire to learn, and preparing adequately and thoroughly for all given tasks. Classwork, homework and assessment tasks should be completed to a high standard and in a timely manner.
- Ensuring they understand all instructions and seeking help with course material with which they are having difficulty.
- Maintaining an assessment file for each subject or pair of units studied, which contains all completed written assessment tasks, and making this file available whenever required by the school.
- Maintaining a good record of attendance, conduct and progress. A student who is absent from class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result.
- Informing the school before anticipated absences, and initiating contact with teachers concerning missed in-class assessment tasks. In exceptional circumstances, students may request an extension at least three days in advance from the relevant teacher using the *Application for Extension Form*.

5.3. Responsibilities of Parents

Parents are responsible for:

- Ensuring they are familiar with the teaching and learning program, including course outlines and assessment outlines which are provided by teachers at the beginning of each term/semester and visible on SEQTA.
- Informing the school before anticipated absences, maintaining contact with relevant staff and regularly checking SEQTA, the student diary and email for communications from teachers. If unforeseen circumstances prevent students from completing a scheduled assessment, notification should be sent to the teacher explaining the situation.

6. Modification of Assessments

Students in Years 7-10: If a student's learning disability or learning difficulty does not provide them with a fair opportunity to complete an assessment task, the teacher may modify the task in consultation with the Head of



Learning Support and relevant Head of Learning Area/Subject Coordinator, and/or negotiate a variation to the submission date. In consultation with the student's parents, an adjustment will then be made to the Assessment Outline for the course and the student's report will indicate a modified grade.

Students in Years 11-12: If a student's diagnosed disability, impairment or medical condition will significantly affect their access to an assessment task, the teacher will adjust the written and/or practical assessment (including school examinations) in consultation with the Head of Learning Support and relevant Head of Learning Area. These adjustments will be consistent with those described in the Authority's *Guidelines for Disability Adjustments for Timed Assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task. Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

7. Marks and Grades

The assessment outline, provided to all students for each subject, unit or course shows the weighting of each assessment task. The total weighted mark for all assessment tasks is used to rank the students enrolled in the subject, unit or course, and a grade (A, B, C, D or E) is assigned in accordance with SCSA Judging Standards and Grade Descriptors. Grades are formally reported at the end of each semester and are subject to approval by the Authority. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

Successful completion of VET qualifications and endorsed programs are also listed on the student's report. The recognised training and assessment approach in the VET sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training. The following table identifies the results awarded for VET students at the College:

Competent	C	Awarded to a student who has achieved all the elements specified for a unit of competency to the specified standard.
Not Yet Competent	NYC	Awarded to a student who has failed to achieve all the elements specified for that unit of competency to the specified standard.
Credit Transfer	CT	Relates to the credit received by a student for a unit of competency through recognition of their formal learning.
Recognised Prior Learning	RPL	Relates to the credit received by a student for a unit of competency through recognition of their informal learning.

A student must achieve an overall result of Competent for each assessment item in a unit of competency, and must receive a result of Competent for all Units to receive the Certificate at the end of the year/s.

8. Late Assessment Policy

Students are required to attempt all in-class assessment tasks on the scheduled date, and submit all out-of-class assessment tasks for marking on or before the due date. If an out-of class assessment task cannot be submitted directly to the teacher, it may be emailed to the teacher or submitted to Student Services to be passed on to the teacher.



8.1. Acceptable Reasons for Non-completion or Non-submission

The penalties outlined in Sections 8.2. and 8.3. of this assessment policy for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the college. For example:

- where sickness, injury or significant personal circumstances prevent the student attending on the day the in-class assessment is scheduled (including school examinations and the externally set task).
- where sickness, injury or significant personal circumstances for all or part of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the college on the day of the in-class assessment task or due date for submission of an out-of-class assessment, and provide either a medical certificate or a letter of explanation immediately when the student returns to school.

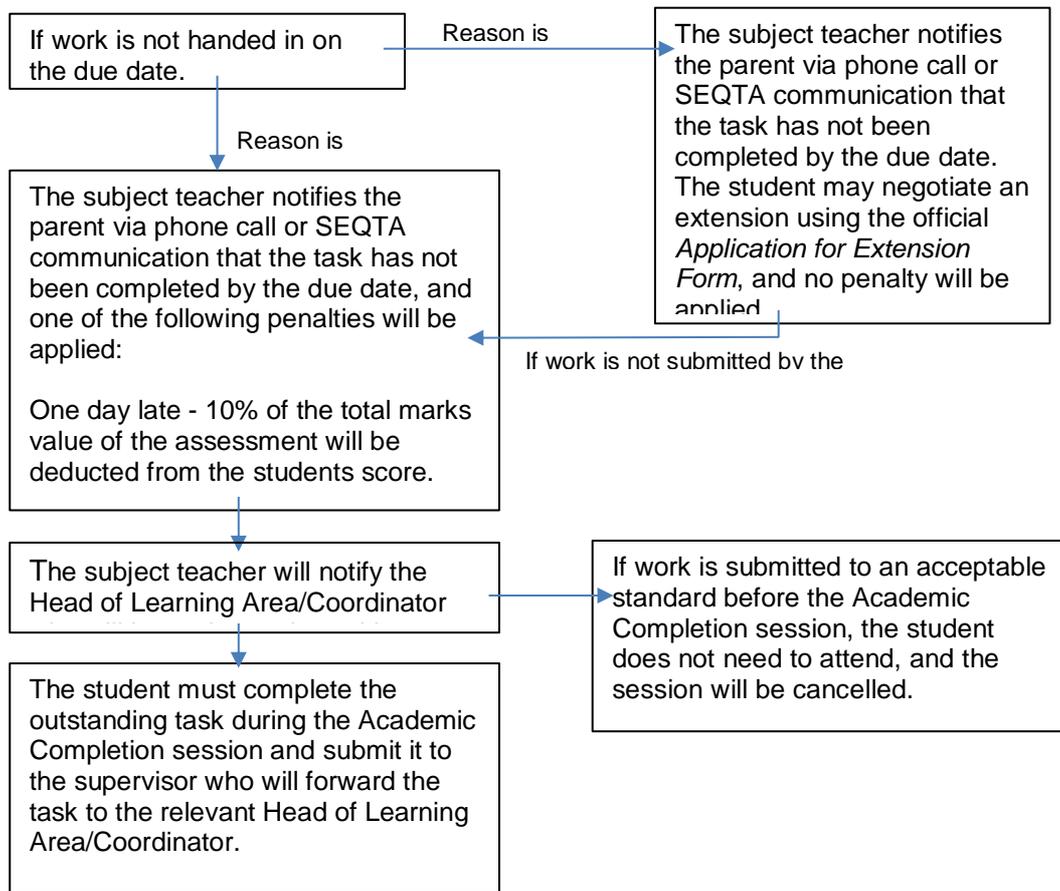
Where the student provides a reason, which is acceptable to the college for the non-completion or non-submission of an assessment task, the teacher will:

- 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**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

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 college ball, family holidays).

8.2. Procedure for Accepting Late Assessments

If a student does not complete/submit an assessment on the scheduled or due date the following procedure should be followed.



8.3. Procedure for Accepting VET Assessments

Students will be permitted a total of 3 attempts for all assessment items within a teaching period (initial attempt plus 2 resubmissions/resits). The assessment must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. (See Section 8.1. Acceptable reasons for non-completion or non-submission). The timeframes for all assessment items are advised to students upfront on commencement of a unit of study. If a student does not complete an assessment on time, the subject teacher will notify the parent via phone call or SEQTA communication that the task has not been completed by the due date, and the student will be required to attend the academic completion session to attempt submission/resits 2 or 3.

8.4. Procedure for Applying for an Extension

If a student requires an extension due to sickness, injury or significant personal circumstances, he or she is required to complete the official *Application for Extension Form*. This form must be submitted to the relevant teacher at least three days in advance of the due date of the assessment for which the extension is being requested. If requesting an extension for more than one assessment, an additional form must be completed for each assessment task. The subject teacher will notify both the student and their parents of the outcome.

9. Cheating, Collusion, Plagiarism and Assessment Conduct

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). 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 identical or similar material to a published work unless the source is acknowledged in referencing or footnotes. Where a student permits another student to copy their work they will be penalised. Students must also adhere to the *Mater Dei College Rights and Responsibilities* while undertaking all assessment tasks.

If a student is alleged to have engaged in cheating, collusion or plagiarism, or breached the *College Rights and Responsibilities*, the teacher will refer the matter to the Head of Learning area/Subject Coordinator, and the Assessment Review Panel will convene to reach a decision. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded, plagiarised or gained an unfair advantage, one of 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.

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

10. Assessment Review Panel

Members of the Assessment Review Panel will comprise the Head of Learning Area responsible for overseeing the subject for which the appeal has been made, another Head of Learning Area and a member of the Executive. The Panel will convene to make decisions regarding alleged breaches in the assessment policy as well as student appeals.

If a student considers that there is an issue related to the marking of an assessment task, about the grade assigned for a course unit or the application of the assessment policy, 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 put an appeal in writing to the relevant Head of Learning Area/Subject Coordinator requesting a review. Members of the panel will meet with the student and the teacher independently, as well as others as required. A written report, including a decision about the allocated mark, will be prepared and a copy of this report will be provided to the student, the teacher and the parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Authority website. SCSA representatives will then independently investigate the situation and report to the SCSA appeal panel. If the panel upholds a student appeal the College will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

11. Transfer Between Courses/Units

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 between courses or units is made through the Deputy Principal. A meeting may be held with the parent 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:

- Term 1 Friday Week 2 for Year 8-10 Semester 1 subjects.
- Term 1 Friday Week 4 for year-long subjects (including Year 11 and 12 subjects).
- Term 3 Friday Week 2 for all Year 8-10 Semester 2 subjects (including Year 11 subjects).

When a student transfers to a different unit in the same course, or a unit in a similar 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 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.



12. 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, 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/Subject Coordinator will:

- Determine how the marks from assessment tasks at the previous school will be used. Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Mater Dei 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 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.

13. Security of Assessment Tasks

Where there is more than one class in a course unit, most or all 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 concerned will be penalised. Where Mater Dei College uses the same assessment task or exam as other schools, the task/paper and the student responses will be retained by the teacher until the task has been completed by all schools.

14. Examinations

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. In those courses with a practical/performance/oral component, a practical/performance/oral exam will also be held. Examinations may be scheduled for those in General courses where considered appropriate by the Head of Learning Area. This will be included in the assessment outline for the unit/s.

Examinations are typically 2.5 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 two weeks before the commencement of the exam period. If a student is unable to complete an examination at the scheduled time, application may be made to the Deputy Principal for an alternative time. If accepted, the student must complete a Special Examination Arrangement Declaration form accepting the provisions covering cheating, collusion and plagiarism and security of assessment tasks above.

15. Reporting Achievement

Mater Dei College reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a grade for the unit, a mark for the unit if applicable (the weighted total mark for all assessment tasks in the

unit, including the school exam/s), and a mark for the Semester Examination if applicable. VET courses will not have the result finalised until after the full certificate has been completed.



At the end of Year 12, students will be provided with a Mater Dei College statement which lists the grade for each course unit, and where required, the school mark, which was submitted to the SCSA. All grades on Semester 1 and 2 reports are subject to School Curriculum and Standards Authority approval at the end of the year. The parent/guardian will be notified of any changes that result from the Authority's review of the student results submitted by Mater Dei College.

For all Year 12 students, for each ATAR course unit, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the process the SCSA uses to adjust the marks submitted by the College are available on the SCSA website. Information about calculating the ATAR for university entry is available on the TISC website.

Review History

Month and Year of Review	Reviewed By	Amendments/Review
December 2013	Learning Team	Reviewed
March 2014	Learning Team	Minor Edits
September 2014	Learning Team	Minor Edits
December 2017	Learning Team	Major Review



APPLICATION FOR EXTENSION FORM

This form is to be completed by the student and submitted to the relevant teacher at least three days in advance of the due date of the assessment for which the extension is being requested. If requesting an extension for more than one assessment, an additional form must be completed for each assessment task.

Student name _____ Year Group _____ Homeroom _____

Subject/Learning Area _____

Subject Teacher _____

Assessment Title _____

Assessment Due Date _____ New date requested _____

Reason for extension

Supporting documentation attached e.g. medical certificate

Student signature _____ Date _____

Parent signature _____ Date _____

To be completed by the College

Teacher comment/signature

Approved

Declined

This form is to be scanned by the subject teacher and recorded as an academic note in SEQTA. Both the student and parents should be notified of the outcome.