



# **Assessment and Reporting Policy**

## **Lower School (Years 7-10)**

Version 1.0

<b>Ratified by:</b>	<b>Date</b>
School Executive	15/3/2022
Review Date	Semester 2, 2022

## **INTRODUCTION**

This policy is provided to all Lower School students and is based on the School Curriculum and Standards Authority (SCSA) requirements. The policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website, on Compass and from the school.

Morley SHS has high expectations of our students. The aim of the assessment and reporting policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair and allow differentiation among students across the full range of ability levels.

Morley SHS will administer the prescribed national assessments – NAPLAN – for students in Year 7 and 9 and OLNA in Year 10.

## **STUDENT RESPONSIBILITIES**

- Complete all course requirements by the due date.
- Maintain a 90% attendance rate, good conduct and academic progress. Please refer to Good Standing for further details. Students are required to complete any missed work that occurred as a result of their absence.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks and make requests for extension of due date for assessment tasks in advance where possible.

## **TEACHER RESPONSIBILITIES**

- Develop a teaching and learning program that meets the requirement of the Western Australian Curriculum and Assessment Outline principles of assessment and adheres to the implementation time lines for Learning Areas.
- Enable all students to demonstrate their knowledge, understanding and skills in relation to the year-level achievement standards.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are:
  1. An integral part of the teaching and learning program
  2. Educative and contribute to learning
  3. Fair, taking into account the diverse needs of students.
- Use data from NAPLAN assessments to inform teacher judgments about student achievement, and use data to inform future learning programs.
- Provide students with timely assessment feedback and guidance.
- Meet school timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Advise parents, via a Letter of Concern when a student is at risk of achieving below a C grade.

## PARENT RESPONSIBILITIES

- Monitor student progress and made contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential.
- Notify the school of any reason or extenuating circumstances that may impact their child's assessments.
- Ensure contact details are accurate and up to date.
- Provide a suitable homework/study area at home.
- Provide a medical certificate when absent from an assessment,
- Support your child's attendance at school.

## COMPLETION OF A COURSE

Grades (A, B, C, D, E) are assigned for each course and to achieve a grade, students are required to:

- Submit all out-of-class assessment tasks for marking on the due date.
- Attempt all in-class assessment tasks on the scheduled date.
- Attempt any examinations scheduled for a particular course.

If a student is absent from class, for any reason, their ability to achieve to their potential is diminished. Extended periods of absence may result in lower levels of achievement.

## SCHEDULED ASSESSMENT TASKS

Failure to attend a scheduled in-class assessment task or submit on time, an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course.

Where an **out-of-class task** is submitted after the due date, or is not submitted, and the student does not provide an acceptable reason then the following penalties apply:

10% reduction in the mark (if submitted one school day late)

20% reduction in the mark (if submitted two school days late)

30% reduction in the mark (if submitted three school days late)

A mark of zero (if submitted more than three days late or not submitted)

In cases where there is no satisfactory explanation of an absence from a scheduled **in-class assessment** task the student will receive no mark (a zero) for that task, and will be at risk at receiving a D or E grade. The Head of Learning Area or Teacher-In-Charge will be the final arbiter in matters concerning absence and missed work.

## Acceptable reasons for non-submission/late submission of work, non-completion of tasks

Where the student provides an acceptable reason for the non-completion of an assessment task, the Head of Learning Area/Teacher-In-Charge, in consultation with 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 alternative assessment task **or**
- estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Absence from a scheduled assessment task (including tests) must be explained by one of the following:

- Medical certificate
- A letter from the parent (confirmed by a telephone call) may be accepted on the first occasion. However subsequent occasions will require a medical certificate or Head of Learning Area/Teacher-In-Charge/parent meeting.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

## **EXAMINATIONS**

Examinations will also form a component of Year 10 assessment outlines in Mathematics, Science, English and Humanities. The examination timetable and a copy of the examination rules will be issued to students at least two weeks before the commencement of the exam period. Examinations are compulsory for courses, and students must make a genuine attempt to complete all scheduled examinations. If a student is absent from an examination without a valid extenuating reason, they will receive a mark of zero.

- Absence from an examination must be explained by a medical certificate from a doctor with prior notification by letter or telephone call from the parent/guardian.
- The school, through the Deputy Principal, will advise of a suitable alternative arrangement. Please note that students will not be given permission to sit a scheduled examination/assessment task prior to other students in a course.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

## **MODIFICATION OF THE ASSESSMENT OUTLINE**

- If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment outlines clearly indicating the changes will be provided to students and parent/guardian.
- When a student's disability, special education needs or cultural belief has results in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.
- When a student's personal circumstances limit their capacity to complete a particular assessment task, the teacher, in conjunction with the student and others involved, may negotiate a variation to submission dates. The teacher will consider fairness for all students when making decision about adjusting timelines for a particular student.

## **STUDENTS WITH A DISABILITY**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks adjusted by the teacher in consultation with the HoLA or Teacher-In-Charge. These adjustments will be consistent with the Guidelines for disability adjustments for timed assessments available on the SCSA website. Adjustments, depending on the individual student's needs, can include special equipment, provision for 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 understanding.

## **PROCEDURES TO BE IMPLEMENTED IF ASSESSMENT IS AFFECTED BY A CATASTROPHIC EVENT**

If assessment is affected by a catastrophic event (severe weather, fire, school closure due to plague or illness) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules or assessments will be adapted.

## **SECURITY OF ASSESSMENT TASKS**

Where there is more than one class in a course the assessment tasks may be the same. To ensure that no students are unfairly disadvantaged, the question papers used for in class assessment tasks will be collected at the end of the lesson. In their own interest, students must not discuss the nature of the questions with students from the other classes until all classes have completed the task.

## **CHEATING, COLLUSION AND PLAGIARISM**

All work in each individual assessment task must be the work of the student. 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 Learning Area/Teacher-In-Charge. As part of this process, parent/guardians will be notified, and the students will be provided with the right of reply.

- Collusion is when a student submits work that is not their own.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of work, are essentially copied.
- Students who are found to have cheated, colluded or plagiarised in assessed work or in examinations will receive a zero mark.

## **REPORTING ACHIEVEMENT**

Students will be informed of their progress throughout their course. Teachers regularly assess completed tasks and give feedback to the students. Parents/guardians will be informed via a Letter of Concern when it is identified that there is a risk of not completing the course or not achieving their potential and/or failure. Students may also receive Letters of Commendation for good achievement. Morley Senior High School formally reports student achievement at the end of Semester 1 and Semester 2. An Interim Report is also provided at the end of Term 1. Parents may also request a progress report at any time by contacting the Year Coordinator, HOLA or Manager of Student Services indicating how their child's achievement compares with the students in the group.

## **ACHIEVEMENT IN EACH LEARNING AREA**

Achievement is reported against a scale (A-E) for each learning area. The examination mark for English, Mathematics, Science and Humanities is shown as a percentage on the report.

A	Excellent	The student demonstrates achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable standard.

In years 7 and 8, options classes are studied for a term, whilst in years 9 and 10 these courses are semester long. A grade is given for every course studied in each semester when that semester concludes.

## **ALTERNATIVE METHODS OF REPORTING STUDENT ACHIEVEMENT**

Some students on a modified program will have a modified (SEN) report issued at the end of each semester.

## **ATTITUDE, BEHAVIOUR AND EFFORT**

The attitude, behaviour and effort demonstrated by your child are shown on the following scale: Consistently, Often, Sometimes and Seldom. Not Assessed indicates that this attribute does not apply in this course.

## **COMMENTS**

Comments provide information about your child's progress and areas for improvement. Please take the opportunity to follow up with any of your child's teachers.

## **REVIEWING MARKS AND GRADES**

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should contact the Head of Learning Area/Teacher-in-Charge.