



# Byford Secondary College

## LOWER SCHOOL ASSESSMENT POLICY

### 1. Student Responsibilities

It is the responsibility of the student to:

- attend each class prepared to learn and with the required equipment including a charged iPad
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain a folio of completed work for each subject studied which contains all completed written assessment tasks and to make this file available whenever required by the College
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

### 2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the subject curriculum
- provide students with a curriculum and assessment outline at the start of each year, semester or term
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely and meaningful assessment feedback, including individual task feedback, whole-class assessment reviews and guidance about how best to undertake future tasks
- maintain accurate and timely records of student achievement in Reporting to Parents and Connect
- meet College and external timelines and deadlines for assessment and reporting
- inform students and parents/carers of academic progress as appropriate, including electronic Letters of Concern and Commendation

### 3. Parent/Guardian Responsibilities

It is the responsibility of the parent/guardian to:

- encourage your child to attend each class prepared to learn and with the required equipment
- monitor your child's progress through Connect and make contact with subject-specific teachers or Student Services as required
- monitor assessment deadlines and homework tasks through Connect/Compass, including on-going revision
- attend parent information and report evenings
- initiate contact with subject-specific teachers and Student Services concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to student attendance and assessment.

### 4. Assessing Student Achievement

At Byford Secondary College all students are enrolled in a range of subjects across the seven Learning Areas of Mathematics, Science, English, Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts. In each subject, a number and variety of assessment tasks occur during the semester or year. Each assessment task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the conclusion of each semester.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often

indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some subjects may include tasks that are completed out-of-class in which case, student achievement will be validated to ensure authenticity.

Some subjects 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 (or task brief) provided to the students at the commencement of the task.

Students in Year 9 and Year 10 will complete examinations for Humanities and Social Sciences, English, Mathematics and Science. For Year 9 students, these examinations are scheduled for the end of Term 3. Year 10 students will complete two sets of examinations scheduled for Semester One and Semester Two.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Learning Area Leader responsible for the course.

## **5. Disruption, cheating, collusion and plagiarism**

Students must not act in a disruptive manner during invigilated assessment tasks. Invigilated assessment tasks are those completed under timed test or examination conditions which require separated seating and active supervision by the teacher. *Disruption* involves a student behaving in a manner that is distracting to the other members of the class and includes communicating with others (verbal and non-verbal), making attention-seeking noises or moving out of their allocated seat without permission. Students who act in a disruptive manner during invigilated assessment tasks will be removed from the classroom and penalties will be applied.

Students must not cheat, collude or plagiarise. *Cheating* is when a student engages in a dishonest act to gain an unfair advantage for themselves and/or others. *Collusion* is when a student submits work that is not their own for assessment. *Plagiarism* is when a student uses someone else's words or ideas without acknowledging that they have done so (i.e. the work is essentially copied).

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 is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrasing or summarising the work of others.

If a student is believed to have engaged in disruption, cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Learning Area Leader responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is found that a student has disrupted, cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed by the teacher of the decision made, the penalty and any further disciplinary action.

## **6. Security of assessment tasks**

Where there is more than one class studying the same course at the College, all or most of the assessment tasks will

be the same to ensure student marks are on the same scale. 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 and retained by the teacher until the task has been completed by all classes. 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 collusion and the students will be penalised.

## **7. Students with a Disability**

Students with a diagnosed disability, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, will have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Manager of Learning Area responsible for the course. These adjustments will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the SCSA website. Adjustments, depending on the individual students' 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.

## **8. Absence from class and/or missed work**

### **8.1 General**

If a student is absent from class, his/her ability to achieve their potential is diminished. Extended periods of absence usually result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a course and thus fail to achieve a satisfactory grade. This in turn may lead to failure to meet WACE graduation requirements. Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 9.2).

### **8.2 Planned Absence**

Where an approved absence from a scheduled assessment is known of in advance, it is the responsibility of the parent/student to inform the teacher as soon as possible. The teacher will endeavor to make alternative arrangements for the completion of that assessment.

### **8.3 Extended Absence**

Where a student is unable to attend school for a lengthy period due to illness or injury as supported by a **medical certificate**, the College will endeavor to provide support to the student's learning program. It is the responsibility of the student and parent/guardian to maintain regular contact with the College throughout the absence to enable this to occur. This communication with individual teachers and access to teaching programs can be maintained through **Connect/Compass**.

## **9. Missed Assessment**

### **9.1 General**

If you are absent for any period and do not complete any aspect of the prescribed work, your final result may be considerably reduced. You cannot receive credit for work not completed or class time not experienced.

Absences may result in you not satisfactorily meeting the requirements of the educational and assessment program and therefore being judged not to have completed it. Potential achievement will not be considered.

It is the student's responsibility to discuss assessments missed during absences and to negotiate satisfactory completion with the course teacher

### **9.2 Acceptable Reasons:**

Acceptable reasons for an absence from scheduled assessments are:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set 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.
- approved College excursion or incursion is scheduled during an assessment.
- Other situations deemed appropriate by the College, in line with the College Attendance Policy.

In such cases the parent/guardian must:

- provide either a **medical certificate** or a **letter of explanation** to Student Services immediately upon the student's return to school.
- Advance notice of a planned absence should be provided to the classroom teacher by the parent or student via email or phone contact prior to the scheduled assessment date.

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 (if in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet SCSA requirements for the course and to enable a grade to be assigned).

### 9.3 Unacceptable Reasons:

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 license test, attending a non-urgent appointment, family holidays).

### 9.4 Absence due to family holiday

While family time is very valuable, it is important to stress that taking children out of school for family holidays reduces the amount of time available for learning and is detrimental to their education.

Where a student will be absent from scheduled assessments due to a family holiday:

- In line with Department of Education guidelines parents are required to seek Principal authorisation at least two weeks prior to holiday departure
- The student must negotiate to complete and submit the assessment prior to holiday departure (if available) or email the assessment to the teacher by the due date
- Where the assessment is an invigilated task (conducted in class) the student must negotiate an alternate date within 5 school days prior to date of the scheduled assessment or within 5 school days on their return
- Where an assessment is unable to be undertaken or submitted by the due date the student may be allocated 0
- Decisions to accommodate alternate arrangements will be determined on an individual basis by the Course teacher and Associate Principal Student Services.

### 9.5 Late Assessment:

Where scheduled assessment task is not submitted/completed by the due date and the student **does not** provide a reason which is acceptable to the College:

- If possible, teachers will make their judgement on the evidence that is already available by the deadline
- the teacher will advise parents via a standardised email.
- If there is no evidence available a penalty of 10% per school day late up to 50%
- a mark of zero (if outstanding after two weeks).

Where an **in-class assessment** task is missed and the student **does not** provide a reason which is acceptable to the College:

- The student will be required to sit the assessment upon their return to school, or (in the case of an examination) at an appropriate time determined by the College and will be subject to the penalties listed above.

## **10. Reporting**

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will mark completed tasks and relay assessment information and feedback to the student in a timely and meaningful manner, including through the entering of assessment results in Reporting to Parents.

Parents/guardians will be regularly informed about their child's progress through Connect/Compass and the College reporting schedule. Parents/guardians may also receive more frequent progress reports by contacting the individual teacher(s) as required.

Parents/guardians will be informed by the subject teacher when it is identified that there is a risk to their child of:

- Not achieving to his/her potential
- Not completing the course and/or at risk of achieving a D or E grade.

The College formally reports student achievement at the end of Semester One and at the end of Semester Two.