



# SETON CATHOLIC COLLEGE | every interaction matters

## ASSESSMENT AND REPORTING PROCEDURES – YEAR 11 & 12

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### Aim

Assessment of student performance is an integral part of the teaching/learning process and a means of fulfilling statutory reporting requirements.

Assessment of student performance will be undertaken by means that are fair, equitable and transparent, and in accordance with the School Curriculum and Standards Authority (SCSA) Guidelines for Year 11 and 12.

Sources of Authority	
<b>CECWA Policy</b>	Education
<b>Executive Directive</b>	Curriculum Assessment and Reporting

### Scope

Year 11 and 12

### Procedures

#### Student's Responsibility

It is the responsibility of students to:

- Maintain a good record of attendance.
- Initiate contact with teachers in relation to absences from class, missed assessments, requests for extensions and any issues relating to assessment outlines or tasks.

#### Teacher Responsibility

Teachers are responsible for:

- Ensuring that all assessment tasks are fair, valid and reliable in accordance with SCSA requirements.
- Providing feedback and guidance to students at the completion of assessment tasks.
- Maintaining accurate assessment records of student achievement.
- Informing students and parents of academic progress (ongoing through SEQTA).

#### Assessment Information Provided to Students

##### Year 11 & 12 Course Information

At the beginning of the year, Year 11 and 12 students will be provided with:

- (a) The SCSA/Authority syllabus for the course unit/s.
- (b) A course outline which summarises the sequence and timing of delivery or a teaching and learning program.
- (c) The assessment outline for the course unit/s.

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

## Assessment Information

### Assessment Tasks

- Students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses. Each assessment provides evidence of student achievement.
- 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 courses may include tasks that are completed out of class, in which case, student achievement will be validated to ensure authenticity via an in-class assessment.
- 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 (or task brief) provided to the students at the commencement of the task.
- 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 their Head of Learning Area.

### Completing Assessments

- It is expected that all assessments within a course are completed by students to the best of their ability within the deadlines set by the classroom teacher.
- If after an assessment the teacher deems the attempt as a non-attempt (performance considerably below class average and/or below that students average for that assessment type) the student may be asked to complete another assessment against the same syllabus content. This can be done at the teachers and/or Head of Learning areas discretion if evidence is needed to grade a student against the grade descriptors. There will be a maximum allowed score for this repeat attempt determined by the teacher in consultation with the Head of Learning Area.

### Non-Completion of Assessments

If a student is unable to complete an assessment as part of the learning program the student must have approval to not complete the task. This will be decided by the Head of Learning Area and/or Deputy Principal of Teaching and Learning and assessed on an individual basis.

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's 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. family holidays, preparation for the College Ball).

### Absent on Assessment Day

A student who is absent on the day of an in-class assessment must provide a written reason from his/her parent or guardian. If the reason is approved by either the classroom teacher or Head of Learning Area the

student will be allocated an alternate time to complete the assessment. The student may be required to complete an alternate assessment in place of the original task depending on the assessment.

For Year 12 students:

*On the students return the assessment will not be completed during class time.*

The assessment time and date will be set at the teacher's discretion. It may happen before school, at lunchtime or after school. The Learning Hub may be utilised to permit the completion of this task.

### **Deadlines for Assessments**

Any request for variation to the prescribed deadline must be discussed prior to the due date by either the student or their parent/guardian and approved by the subject teacher and/or Head of Learning Area.

### **Penalties for Late Submission of Assessments**

At the discretion of the Head of Learning Area and/or the Deputy Principal of Teaching and Learning the following will apply to students who do not complete assessments:

- a. Parents will be notified via a SETQA message.
- b. The students will be penalised 10% for each school day that the assessment is not submitted up to a maximum of five school days.
- c. If an assessment is not submitted after five school days from the due date, then a student will receive a score of zero for the task.
- d. The student may be required to complete an Academic Detention (at the discretion of the Head of Learning Area to) to complete the task.
- e. Students are provided an extension for submission of an assessment task and must hand the task in on or before the due date of the extension. Failure to do so will result in a score of 'zero' for the task at the discretion of the Head of Learning Area.

A student or parent/guardian who wishes to appeal a decision in relation to penalties for late submissions of assessments must submit their appeal in writing to the Deputy Principal of Teaching and Learning. A decision on the appeal will be made by either the Deputy Principal of Teaching and Learning or the College Principal.

## **Examinations and External Set Tasks**

### **Examinations**

- School examinations are included in the assessment outline for the pair of units.
- The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline.
- A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.
- All students sitting examinations will be issued with a 'Procedures for Examinations' document prior to the examinations with detailed information pertaining to protocols and standards. This document will be forwarded electronically to parents. Planned absence during examination periods should be avoided and parents should communicate valid reasons for missing a school based exam as soon as possible.

### **Absent on the Day of an Examination**

A student who is absent on the day of an Examination will be required to provide the Deputy Principal of Teaching and Learning with a Medical Certificate to explain their non-attendance. Students who provide medical evidence which is approved by either the College Principal or Deputy Principal of Teaching and Learning will be provided with an alternative Examination to complete at a time designated by the College.

Where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

All sanctions for failure to sit an examination will be decided upon by the Deputy Principal of Teaching and Learning or the College Principal.

### **External Set Tasks (EST)**

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that SCSA requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable.

If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is not acceptable to the College, the student will be allocated a mark of zero.

### **Modifications, Adjustments to & Alternative Tasks**

#### **Modifications/Adjustments**

Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task will be provided with special considerations and/or arrangements consistent with those provided in the external examinations conducted by SCSA.

Students studying an ATAR course will need to apply for special considerations for WACE examinations through consultation with the College Psychologist. Any modifications to assessment tasks must be supported:

- a. Through a CAP or IP.
- b. By approval of either the Head of Learning Area or Deputy Principal of Teaching and Learning

#### **Grading**

Procedures consistent with the SCSA guidelines will be employed to ensure:

- a. Out of class assessments are authenticated.
- b. Individual performance on a group task is monitored and authenticated.
- c. There is comparability in assessment procedures for different classes.
- d. It is not possible for a student or group of students to gain prior access to an assessment task.

In Year 11 and 12 Courses, except when notified otherwise, a combined assessment outline will be used to determine a single grade and, where required, a single numerical score for the pair of units studied. This grade and numerical score will be reported for both units. The grade provided at the end of Semester 1 will be an indication of a student's progress as final course grades are not provided until the end of Semester 2. Grades provided at the end of Semester Two are interim in nature until they have been officially approved by SCSA.

If a student transfers mid-term from another school the College will aim to gather assessment data from the previous school before making a judgement as to what assessment needs to be completed to have the evidence to assign a grade. The teacher, in consultation with the Head of Learning Area, will then inform the student of an outline of assessment to complete.

The College will provide Year 12 students with their final school mark and grade submitted to SCSA and give them opportunity to query their school assessment if required. When the College receives a written request from a student (or a parent/guardian/carer acting on behalf of the student) to review their school assessment the Head of Learning Area of the course involved will consult the student, the teacher, the course coordinator and the Deputy of Teaching and Learning (if required). The outcome of these investigations will then be communicated to all parties. If this is not satisfactory to the student (or a parent/guardian/carer acting on behalf of the student) an appeal can be made to SCSA.

### **Procedures if Grading/Assessment is affected by a Catastrophic Event**

If the assessment of individual students or group of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) commonly accepted practice will be:

- a. Based on the completed assessment tasks, the teacher of the subject in consultation with the Head of Learning Area makes a professional judgement of the performance of the students affected by the event.
- b. The assessment outline may be modified where additional assessment tasks are required to enable this professional judgement.
- c. The school will inform the students and parents/guardians of any changes to assessment outlines which will change how their achievement will be determined.
- d. Any student unable to attend school in any circumstance related to COVID-19, who meets the College Assessment Procedure for absence, will not be penalised for late submission of assessments.
- e. Invigilated assessments will be undertaken at an appropriate time on student/s; return to school.

## **Reporting**

### **Semester and Full Year Reports**

Parents receive a report with grades (A-E) for all subjects at the end of each Semester. A grade distribution is provided on each report, and this is for each subject a student undertakes each Semester. Each subject reports on effort and attitude/behaviour as per SCSA requirements. Each subject will report on two course specific skills.

The Pastoral Care report contains an indication of how students have demonstrated the College values: Respect, Inclusion, Service and Excellence (RISE) along with Uniform and Presentation (RISE UP). Students and parents will gain information as to what activities (extra-curricular) students have been involved in each Semester.

The Semester One report is a progress report halfway through the academic year. The Semester Two report is a full year report for each subject. At the conclusion of Year 12 the students receive a Statement of Results which contain all courses undertaken that year with a mark, grade and for endorsed programs an indication if the course has been completed. These reports are sent electronically via the SEQTA platform.

## **Unacceptable Behaviour**

### **Cheating and Other Unacceptable Behaviour in A Test Or Examination**

A score of zero will be given in cases of cheating in a test or examination.

Unacceptable behaviour during a tests or examination will result in sanctions at the discretion of the Head of Learning Area and/or Deputy Principal of Teaching and Learning.

### **Academic Honesty**

Sanctions will be applied for:

- a. Any student who plagiarises work (copying material from other sources, which includes but is not limited to, AI generated text).
- b. Any student who allows his/her work to be copied (either in part or whole) by another student.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area 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 demonstrated that a student has 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 student and parent/guardian will be informed of the decision made, the penalty and any further disciplinary action.

### Security of Assessment Tasks

- Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale.
- In cases where there is more than one class, 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.
- Where the College uses the same assessment task or examination as other schools, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.
- Assessment is retained by the school until the results are accepted by SCSA and will be returned to the student within a specified period after the results are accepted by SCSA or will securely disposed of by the school.

<b>Authorised by:</b>	Chris Wallace - Principal
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