WHOLE SCHOOL ASSESSMENT AND REPORTING POLICY

Preamble
The following policy has been developed in accordance with guidelines set down in Department of Education (DoE) and School Curriculum and Standards Authority (SCSA) documentation and with a view to clearly stating the responsibilities of students and teachers in the assessment process.

Overview
Assessment assists teachers and schools in:
- Monitoring the progress of students and diagnosing learning difficulties.
- Adjusting programs to provide students with the opportunity to achieve the intended outcomes.
- Developing subsequent learning programs.
- Reporting student achievement to parents and students.
- Whole school and system planning, reporting and accountability procedures.

Assessment procedures should be fair, valid, educative, comprehensive and explicit.

1. ABSENCE FROM CLASS

- **General**: If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence may result in lower levels of achievement.
- **Prolonged Absence**: Where a student is unable to attend school for a lengthy period of time, the school may endeavour to provide support to the student's learning program.
- **Student Responsibilities**: When returning from absence it is the student's responsibility to negotiate with the teacher(s) concerned regarding work/assessments missed.

2. USING COMPUTERS TO COMPLETE WORK

Manjimup Senior High School encourages students to use computers to assist in the preparation of tasks. The use of such technology is common and is frequently the way in which text is composed. However, schools and the SCSA still require students to be able to hand write assignments, tests and exams. These guidelines are an attempt to enable students to use both forms of composition.

- All process work should be hand written, including the plan, research notes and first draft. Subsequent drafts and the final product may be word-processed but all spelling and other corrections and alterations should be shown on the first (handwritten) draft.
- Formatting: Unless otherwise specified, left hand margins should be at least 2cm in width. The font should be at least 12 point and easily legible. Arial, Times New Roman and Century are all good, readable fonts. Assessment tasks should ALWAYS be printed in black ink.
- Where work is ongoing, and students are required to spend time on a task at home and in class, a paper copy of the written piece must be brought to class for each lesson.
- Checking spelling: The use of computer spell checkers is encouraged. However, it is important that the use of spell checkers is just one part of the student's work at improving their spelling. Students must be aware that spell checker programs are not foolproof and manual correction may be needed. Spelling errors should be added to a student's personal spelling list.
- Students should read drafts carefully to make changes to improve their writing generally and to check spelling as well. Spell checkers do not pick up contextual errors such as 'where' and 'wear.'

3. STAFF RESPONSIBILITIES

- Develop an engaging teaching/learning programme to meet DoE or SCSA guidelines
- Provide students with a Course Outline and Assessment Guidelines at the beginning of the course. This documentation should include information on weightings of the various components included in the overall assessment, timing of assessment and procedures followed when an assessment is missed.
- Ensure that assessments are fair, valid, reliable, educative, comprehensive and explicit.
- Maintain accurate records of student achievement and assessment.

- Meet school and external timeframes for assessment and reporting.
- Implement system-endorsed moderation procedures to support teachers in making judgements about student achievement.
- Incorporate student achievement and progress information from system assessments into assessments, planning and accountability processes.
- Complete marking and feedback to students within an appropriate time frame.
- Keep students and parents informed of academic progress. This would include evidence of excellence as well as cause for concern.
- Be mindful of students' total learning programme when setting deadlines for assignments.
- Observe the school's practice of "assessment free" days in the period immediately prior to the beginning of exams.

4. STUDENT RESPONSIBILITIES

- Read and be fully aware of the Assessment Guidelines provided by teachers at the beginning of the subject/course and complete the prescribed work requirements by the due date.
- Complete all assessment tasks described in the Course Outline.
- Maintain a good record of attendance. Being absent more than 5 days per term would be cause for concern.
- Keep teachers informed of matters relating to assessment. This would include anticipated unavoidable absences, Workplace Learning arrangements, requests for extensions, inability to complete an assessment.

5. PROVISION OF ASSESSMENT INFORMATION TO STUDENTS

Students will be supplied with:
- the learning area assessment policy.
- the assessment outline for courses.
- the procedures for assessment reviews.
- the course unit or subject outline.
  - ➢ the content of the course unit or subject, the sequence in which it will be taught and an estimate of how long it will take to teach each section.
  - ➢ those assessment tasks, described in broad terms that will contribute to final assessments, their weighting and timing (assessment outline).
- the criteria upon which student achievement will be judged.
- the feedback on the achievement demonstrated on each task.

6. ASSESSMENT TASK RELIABILITY ISSUES

6.1. Cheating
Copying the work of others for an assessment task is cheating. If cheating on an assessment task is established beyond reasonable doubt, the student is penalised. See each Learning Area Assessment Policy.

6.2. Plagiarism
Presenting as your own, work which has been copied without acknowledging the source or work which paraphrases/summarises the work of others is plagiarism. The student who copies, paraphrases or summarises the work of others without acknowledging the source and presents this work as their own is penalised. See each Learning Area Assessment Policy.

6.3. Authentication Of Out-Of-Class Assessment Tasks
Student achievement on out-of-class assessment tasks is authenticated by the teacher. Teachers will apply one or more of the following strategies to authenticate student work:
- regular interaction between students and teachers.
- periodic teacher monitoring of student progress.
- use of a teacher-monitored log book to document stages in the development of the task.
- administering the task in class with open access to reference notes.

- completing the task at home, then measuring achievement by an in-class assessment (under test conditions) on key concepts involved.
- assignments completed partially at home and partially at school.

6.4. Security of assessment tasks
- Teachers use strategies such as developing pools of assessment tasks to address problems that arise from the use of the same task by different classes at different times or the use of the same task from one year to the next.
- Teachers use strategies such as common timing of tasks for addressing problems caused by using externally-set assessment tasks.

6.5. Assessment of group tasks
- Assessment of student achievement demonstrated in a group work situation is acceptable.
- All students within a group should have the same opportunities to demonstrate the knowledge, skills or understandings that the assessment task aims to assess.

7. INABILITY TO COMPLETE ASSESSMENT TASKS

7.1. Students unable to complete assessment tasks due to injury or illness
- Students who are unable to complete assessment tasks due to injury or illness are responsible for negotiating with their teachers, alternative/modified assessments and/or opportunities to complete missed tasks.

7.2. Students with disabilities and/or specific learning disabilities who are unable to complete assessment tasks
- Students who are unable to complete an assessment task because of their disability and/or specific learning disability are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task are provided with special provisions which are consistent with those provided in the WACE and ATAR examinations.

7.3. Students unable to complete assessment tasks due to cultural beliefs
- Students who are unable to complete an assessment task because of their cultural beliefs are provided with alternative opportunities to demonstrate their knowledge, skills or understandings.

7.4. Students unable to complete assessment tasks due to transfer between courses or subjects
- Students considered to be at risk of not achieving a WACE or not meeting TAFEWA selection criteria or university entrance requirements (as appropriate) are counselled to consider changing courses, course units or subjects early in the semester or year.
- Students who have not completed assessment tasks because of transferring into a course unit or subject are provided with an opportunity to demonstrate their achievement of the knowledge, skills and understandings in the syllabus.
- The modified assessment program must provide sufficient information for teachers to estimate the position in relation to other students on the ranked list at the time of allocating grades (and where applicable, numerical school assessments).

8. COMPLETION OF A COURSE UNIT OR SUBJECT

- To receive a grade, students must have the opportunity to complete the structured educational program and the assessment program for the course unit or subject (unless there are exceptional and justifiable circumstances).
- If a student does not have the opportunity to complete the assessment requirements for a course or subject and the reason of non-completion is acceptable, then the teacher may either make a professional judgement of the grade (if sufficient evidence is available) or submit a notation of U (Unfinished) if a judgement cannot be made but there is an opportunity

to submit a grade after more time is provided to complete further tasks (typically during the next semester).

- When it is known in advance that the assessment requirements for a course or subject will not be met (e.g. a student going on exchange) the school will enrol the student in the year in which the course unit or subject will be completed.
- If a student has been provided with the opportunity to complete the assessment requirements for a course or subject but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of a long-term assessment task such as a project/assignment/investigation) then the learning area's assessment policy will indicate the implication. In this instance the notation of a 'U' would not be considered.

SUMMARY
- To complete a course or subject, students are required to have been provided with the opportunity to complete the structured educational program and assessment program. Exemptions to this requirement are approved by the school in exceptional and justifiable circumstances.
- Students are provided with an opportunity to present evidence supporting their reason for not completing an assessment task.
- The learning area decides whether or not the reason for non-completion is acceptable and applies an appropriate strategy.
- If the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of not completing, the student and parent/guardian are advised by the teacher.