

# ASSESSMENT AND REPORTING PROCEDURES

## Learning



### 1. Aim

The College Assessment and Reporting Procedures reflect the Vision and Mission of the College, which calls us to challenge each student to achieve their personal best in an environment that values the respect and dignity of each person.

The Procedures recognises that a primary purpose of assessment is to enhance learning and assessment practices have a powerful impact on learning and teaching. Education should be a developmental process in which attainable, objectives are pursued by the student and the teacher, working together to achieve continuing personal growth. Assessment should reflect the aims of the curriculum while being relevant and responsive to the learning needs of all students including those with specific learning and educational needs. Its approach should reflect the nature of the College community, its attitude to education and the importance it attaches to the values of the Gospel such as justice, human dignity and compassion.

The Assessment and Reporting Procedures are inspired by the College Vision for Learning and aim to provide clarity and consistency when making judgements about students' progress.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum, Assessment and Reporting

### 2. Scope

These procedures apply to teachers and students from Pre-kindergarten to Year 12.

### 3. Definitions

#### Assessment

Assessment (formal and informal) is a purposeful, systematic and continuous process that allows students opportunities to demonstrate learning outcomes. It is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

### 4. Procedure

- 4.1 Assessment of student performance is an integral part of the learning process/teaching and, as such, should represent a positive and constructive means of providing feedback on learning outcomes and levels of attainment. It should be an enabling process which actively encourages the individual student to improve performance and continue to strive for excellence.

- 4.2 The assessment of student performance will be undertaken by means that are valid, explicit, fair, equitable, publicly accountable, reliable and in adherence with statutory requirements, including those required by the Curriculum and Standards Authority (SCSA).
- 4.3 Assessment should be focused on allowing students to demonstrate learning outcomes – therefore students are made aware of what is being assessed, how and when they will be assessed and how judgments will be made about their demonstrations of learning outcomes.
- 4.4 Opportunities should be provided for feedback and support to assist students to take responsibility for their own learning. This involves giving students opportunities to monitor their progress in relation to the learning outcomes and to gather information that they and others may use to make decisions about future learning.
- 4.5 In the assessment process there should be good communication between the teacher, student and parent.
- 4.6 Assessment should be an integral part of the learning and teaching process. Learning activities can be used as opportunities to gather evidence of students' demonstrations of learning outcomes. Assessment opportunities should match the learning activities and teaching methods students have experienced. Assessment opportunities should be meaningful, interesting and challenging and contribute to the development of students as lifelong learners.
- 4.7 Formal assessments will be carried out continuously and cumulatively throughout the course of study but should not dominate the learning programme.
- 4.8 Assessment should provide opportunities for a comprehensive range of evidence to be gathered and recorded over time. To collect such evidence, teachers provide multiple opportunities in a variety of contexts for students to demonstrate learning outcomes, and use a variety of assessment techniques and recording instruments. Because students have different learning styles, evidence will be gathered from various sources.
- 4.9 Assessment based on principles of equity enables students to demonstrate learning outcomes in ways that are sensitive to, and inclusive of, their circumstances. This includes providing assessment opportunities that assist students or groups of students to overcome barriers that might limit their demonstrations of learning outcomes, or negotiating assessment with students so they maximise their opportunities to demonstrate learning outcomes.
- 4.10 Assessment should allow teachers to take account of individual learners by consideration of factors that influence students' learning, in particular, their prior knowledge, experiences and unique circumstances and their social, emotional, physical, cognitive and linguistic development.
- 4.11 Teacher judgments about students' demonstrations of learning outcomes should be consistent within their own classes for different students, for different assessment opportunities and at different times. They should also be consistent with the judgments of other teachers in their school and other schools.
- 4.12 Teachers will use national and state-wide assessments, such as NAPLAN or PAT data to inform teacher judgements about student achievement. Teachers should investigate reasons behind differences between standardised data and class results.
- 4.13 NAPLAN testing will take place according to the specifications given by ACARA and SCSA. Parents will be notified in advance of testing dates and times.

4.14 Summary Grade data for a Learning Area is available to parents on request. Data will be presented in the format of a table with percentages of each grade in a Learning Area for that reporting period.

4.15 Parents are informed if their child is at academic risk by their teacher or by the leadership of the College. Parents are able to communicate with teachers through Coneqt and informal parent meetings. Formal meetings regarding a student’s progress takes place at Learning Conversations either with the students LAG teacher or the subject/class teacher twice the year.

4.16 Junior School Reporting:

Year Level	Terms 1 & 3	Terms 2 & 4
Pre-K		<b>Semester Report:</b> Two Stars and a Wish General Comment
KG	<b>Learning Conversations</b>  Speech Screening Results Term 1	<b>Semester Report:</b> LIFE Indicators General Comment
Pre-P	<b>Learning Conversations</b>  On Entry Data in Term 1	<b>Semester Report:</b> LIFE Indicators General Comment RE, Big Ideas, English, Mathematics Descriptors Learning Areas reported on using: <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Emerging</li> <li>• Expected</li> <li>• Exceeded</li> </ul>
Y1-Y6	<b>Learning Conversations</b>  On Entry Data in Term 1 for Years 1 and 2	<b>Semester Report:</b> LIFE Indicators General Comment RE, Big Ideas, English, Mathematics Descriptors Learning Areas reported on with grades and effort/application indicators

4.17 Middle/Senior School Reporting:

Interim reports are issued once a year, after a term of work has been completed. Semester reports are issued half way through the year and at the end of an academic year. Semester reports show the grade for each of the Learning Areas. All reports provide an overview of a student’s behaviours in class, in both pastoral and academic domains. This includes, courtesy, punctuality, homework and contribution to the LIFE pillars.

Parents can see student results on the Parent Engage system, which is live.

4.18 Responsibilities, Procedures And Expectations

Learning Area Coordinators/Innovators

4.18.1 Ensure that the curriculum in their Learning Area enables all students to demonstrate their knowledge, understanding and skills in relation to the year level achievement standard (excludes IEPL students).

- 4.18.2 Moderate work between classes when there is more than one teacher in the same year level and learning area.
- 4.18.3 Grade students according to the appropriate WA curriculum standard. Grades need to be based on moderated samples of work and not arbitrary cut-offs.
- 4.18.4 Where there is only one teacher, the LAC/AP should evaluate a sample of work against the year-level achievement standard and discuss with the teacher.
- 4.18.5 Student academic data in year levels should be used to plan for future learning programs. This may include how best to differentiate and provides teachers with data on the effectiveness of pedagogies and their appropriateness for future use.

#### 4.19 Teacher Responsibilities

- 4.19.1 Pre-Kindergarten and Kindergarten programming needs to be guided by the EYLF and the Kindergarten Curriculum Guidelines.
- 4.19.2 Develop a teaching/learning programme that meets the PP-Y12 College/SCSA syllabus requirements.
- 4.19.3 Programmes from Pre-Primary to Year 12 must include the content, the sequence in which the content will be taught and the approximate time to teach each section as well as the type and timing of each assessment task with links to relevant Achievement Standard/s.
- 4.19.4 Provide students with a course outline, syllabus (WACE courses) and assessment outline at the commencement of the course.
- 4.19.5 Ensure that assessments are fair, valid and reliable.
- 4.19.6 Provide students with timely assessment feedback and guidance. This includes comments in SEQTA for completed assessments, and also over-the-shoulder feedback in class.
- 4.19.7 Maintain accurate records of student achievement including anecdotal records of student progress in the process of completing tasks.
- 4.19.8 Meet school and external timelines for assessment and reporting.
- 4.19.9 Inform students and parents of academic progress as appropriate and in a timely fashion.
- 4.19.10 Ensure that an assessment task does not disadvantage a particular group of students eg. by using common assessment tasks, modifying assessment tasks before re-using, collecting and not returning assessment tasks until all students in the course have completed the task
- 4.19.11 Security of Assessments - Assessments completed/handed in when students have been absent are not to be returned to students until after all students have completed/submitted the task. Results can be shared but any work is to remain in the teacher's possession until all students have completed said tasks.
- 4.19.12 Ensure that students who are in a K-10 IEP(L), Learning Support or modified class has assessments and programmes that are modified as per the plan.

#### 4.20 Subject & Assessment Outlines

##### Junior School

The Overview documents for each Learning Area must be completed and updated each term, identifying the Key Concepts, General Capabilities, and Assessments for each term.

##### Middle/Senior School

Subject Outline must include:

- the content, the sequence in which the content will be taught and the approximate time to teach each section and assessments

Middle School Assessment Outlines must include:

- the assessment type
- the relevant Achievement Standard(s)
- the approximate timing of each task

Senior School Assessment Outlines must include:

- the assessment type
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- an indication of the coverage of the unit outcomes provided by each task
- the approximate timing of each task (eg. the week the task is conducted or the issue and submission dates for an extended task)
- the weighting of each assessment task
- Year 11 and 12 subjects the weighting of each assessment type as specified in the assessment table of the syllabus.

#### 4.21 Modification to the Assessment Outline

##### 4.21.1 Special learning needs

When a student's disability or specified learning disability does not allow them to complete a particular assessment task the teacher may modify the task. This will usually occur in consultation with the Team Leader. An individual education plan will be developed showing any modifications to the assessment outline for the course unit or subject.

##### 4.21.2 Personal circumstance

When a student's personal circumstances limit his/her capacity to complete a particular assessment task the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

##### 4.21.3 Teacher adjustment of course and assessment outlines – Senior School

Should changing circumstances require the course or assessment outline to be amended then an updated copy of the course and/or assessment outline clearly indicating the changes will be provided to students. The Learning Area co-ordinator will also be advised.

##### 4.21.4 Catastrophic Event

If the assessment of individual students or a group of students is affected by a catastrophic event the Deputy Principal – Enrichment in consultation with the Learning Area Co-ordinator will make a professional judgement of the performance of the students based on the completed assessment tasks. Where additional assessment tasks are required to enable professional judgement to be made, the assessment outline may then be modified for students affected by the event. The College will advise students and parents/guardians of the changes to how the student's achievement will be determined, including any additional tasks.

#### 4.21.5 Task sheets (MS/SS)

Task sheets will provide the student with specific details about the task and how it is to be judged. An effective task sheet will state:

- what is required of the student
- clear criteria for the task (rubrics)
- how or where the responses are to be presented
- the due date of the completed task
- requirements for the submission of drafts where applicable

#### 4.21.6 Marking of assessed work

Work will be marked and returned to students in a timely manner. Year teams and learning areas will have procedures in place to ensure internal comparability. Strategies include cross marking, detailed marking keys and rubrics, etc. Teachers will ensure students receive adequate feedback for each assessment.

#### 4.21.7 Grading and Reporting

Holy Cross College formally reports on student achievement at the mid-point and end of each year long course. These reports will provide the following information:

- Grade
- Percentage score
- Exam score (Senior School)

The College will also provide Interim Reports in the first term of the course to provide an indication

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#### 4.22 Student Responsibilities

Students are expected to be accountable and responsible for the completion of their best standard of work, which is presented in a timely manner. In supporting students in this process we aim to develop a strong sense of independence, achievement and pride in their work and themselves. Students are required to take responsibility for familiarising themselves with the College Assessment Policy. This means they will be aware of the proposed nature and timing of assessments.

In addition students must:

- complete all assessments required in each subject by the due date
- complete all work requirements in each subject
- ensure that they inform the College before anticipated absences or after any unforeseen absences, extension requests or any other issues relating to assessment
- remain enrolled in the subject until the completion of the learning and assessment programme (Senior School)
- maintain a good record of attendance, conduct and progress

##### 4.22.1 Subject Completion – Senior School

A student will be deemed to have completed a subject and therefore be eligible to receive a percentage (Senior School) and grade when the subject's structured educational programme and assessment programme have been completed. If the student fails to complete the educational programme or any of the tasks then their final level of achievement may be affected.

#### 4.23 Absence From In-Class Assessments

The following procedures will be followed in the event of a student missing an assessment task:

##### 4.23.1 Junior School Students

Students who are absent from tests or in-class assessments for an acceptable reason (Medical or Misadventure) will be provided with the opportunity to complete the assessment at the earliest available opportunity as determined by the classroom or specialist teacher.

##### 4.23.2 Year 7-10 Students

Students who are absent from tests or in-class assessments for an acceptable reason (Medical or Misadventure) should report to the relevant teachers immediately upon returning to school. Students will be required to complete the assessment/task at the earliest available opportunity as determined by the relevant teacher.

Students who are absent from tests or in-class assessments for an unacceptable reason should report to the relevant teachers immediately upon returning to school. Students will be required to complete the assessment/task at the earliest available opportunity as determined by the relevant teacher. The student will also receive an after-school detention. Absent from an assessment for an unacceptable reason

## 4.24 Year 11 & 12 Students

### 4.24.1 Absent from an in-class assessment for an acceptable reason

If a student is absent from an assessment for an acceptable reason (Medical or misadventure) they should, where possible provide advance notice to the subject teacher or provide a parental note of explanation to the subject teacher on the first day of return to school. The explanation must include acknowledgement the student has missed an assessment. The onus of proving that the reason for the absence is legitimate lies with the student.

If the explanation of the absence is accepted (genuine illness, injury, misadventure) then, where possible, the student will be able to complete that assessment task or a similar task and gain credit. The assessment task is required to be completed at 8am on the next available school day. If there are multiple assessment tasks to complete, they will be completed on consecutive mornings. Tasks will be completed in the order of which they were missed.

Note: Students who are selected in a school sanctioned event are to negotiate with their teacher as to when to sit the missed assessment.

### 4.24.2 Absent from an in-class assessment for an unacceptable reason

The subject teacher will notify parents immediately where an assessment is missed for an unacceptable reason.

The assessment task is required to be completed at 8am on the next available school day. If there are multiple assessment tasks to complete, they will be completed on consecutive mornings. Tasks will be completed in the order of which they were missed.

Students will also be issued with an after-school detention. Where there is a trend of absences from assessments, a meeting will be set with the student, parent, teacher and the Deputy Principal - Enrichment. Further sanctions will be issued at this time as outlined in section 10.5.

Note: Holidays, driving lessons or tests and arriving late to school are not endorsed by the College as reasons for missing assessments. Such absences will be treated as unacceptable absences.

## 4.25 Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, parents should contact the College to discuss alternative completion requirements for assessment tasks and alternative arrangements for progressing the educational programme. Where a student has prolonged absences, and who therefore cannot be reported on validly, a discussion will take place with the relevant Assistant Principal or Deputy Principal - Enrichment. The parent will receive a letter from the College clearly outlining actions that have been taken and explaining why an academic report cannot be issued. Note: Prolonged or frequent absence from Senior School WACE courses may result in students not completing enough of the assessment and/or educational programme. In such cases, students may receive an "E" grade or a 'U' notation.



Note: A 'U' notation will result in no record of this course unit on the student's Statement of Results from the SCSA and may affect their achievement of a Western Australian Certificate of Education (WACE).

#### 4.26 Submission Of Assigned Work

A subject overview and assessment schedule will be provided to each student at the commencement of the course. Due dates will be clearly outlined on task sheets and must be adhered to by students. Parents/guardians will be contacted in cases where concern for a student's progress emerges.

##### 4.26.1 Extensions

A parent or student may apply to the class teacher for an extension to the due date for an assessment. In cases of illness or significant personal reasons extensions may be given at the discretion of a teacher. If this happens on more than one occasion the matter will be referred to the Learning Area Coordinator.

##### 4.26.2 Process for work not handed in on the due date

Junior School:

If an extension has not been granted, for students in Years 1 – 4, a conversation should take place between the class teacher and the parents/guardians to discuss a plan to have the work completed and submitted. Students in Years 5 and 6 will need to attend Academic Catch Up immediately following the due date. Whatever work is completed by the end of the Academic Catch Up session is what will be submitted and marked.

Middle/Senior School:

Students will receive an academic catch-up. Failure to attend the academic catch-up will result in an internal suspension the next day. A trend in this behaviour will initially result in a meeting with the student, parents and a member of the Learning Leaders Team. Further transgressions will involve meetings with College Senior Leadership and further sanctions as per section 10.5.

The subject teacher will inform the parent /guardian that an assigned task has not been handed in by the due date.

4.27 Assessment tasks missed due to new enrolment or subject change Students who have not submitted assessment tasks because of transfer from one school to another or due to commencing a course late in the school year (and before College and SCSA deadlines) will be provided with an opportunity to demonstrate achievement of subject outcomes or objectives. This must provide sufficient information for teachers to estimate their rank in relation to other students at the time of assigning final grades and numerical assessments. Such students will not be expected to complete all missed assessment tasks.

#### 4.28 Students commencing a course late in the school year and before SCSA deadlines

At the time of selecting a subject, students should be aware of what is expected of them because of late entry to the subject. Students should be aware of the assessment programme, the weightings given to various components, the assessment tasks which must be completed in order to compensate for the section of the subject missed and the risks they take in commencing a subject late.

#### 4.29 Further Sanctions

Sanctions are at the discretion of College Senior Leadership and may include:

- Pastoral Detention
- Removal of privileges for College Enrichment activities
- Suspension
- The Deputy Principal – Enrichment may advise a teacher that due to a student's consistent pattern of absence from assessments or late assessments, the maximum mark to be received for future late or missed assessments will be 50%. Parents must be advised.

#### 4.30 Cheating And Plagiarism

Cheating is where a student has engaged in a dishonest act to improve their result. This typically occurs in tests and examinations. When a student is suspected of cheating they will be referred to the relevant Learning Area Coordinator/Learning Innovator who establishes the student's culpability.

Plagiarism is where students use another person's work without acknowledgement. Students must be able to prove an assignment is their own work. This is best done through the use of drafts that show the development of the assignment. Students must also be able to articulate concepts discussed in the assignment. Only work considered to be original will be used in determining the assignment's grade. Completing and submitting drafts provides the student with the opportunity to prove ownership. Use of significant sections of another person's work, even with acknowledgement, is discouraged. All reference sources must be cited in the bibliography, even if the source is not used in the text. Footnotes must be used to for all cited information. Assessments or other work which is not the student's own work, but is presented as such, will not be accepted.

#### 4.31 Consequences for cheating and plagiarism

In all incidents of cheating and plagiarism the Learning Area Coordinator/Learning Innovator will inform the student, student's parent/guardian that the student will be required to complete an alternative task to demonstrate achievement of the relevant outcomes. A marks penalty will be applied with 50% being the highest possible mark.

#### 4.32 Assessment Review And Appeals Process – WACE Courses

The use of achievement data for certification and TAFE/university entry selection purposes requires a high level of accountability.

##### 4.32.1 Review of Assessment of Individual Tasks

When assessable items are returned to students, they should be given the opportunity to check their work. Students may request a review of their results. Initially, this request must be made directly to the class teacher, preferably at the time the assessment is returned.

The review should justify the results of the assessed item. If the matter is not satisfactorily resolved by this process, the student may then make a further request for an assessment review by the Learning Area Coordinator. If the matter is resolved the appropriate adjustments should be made on the students' scripts and their assessment records.

#### 4.32.2 Review at the Completion of Senior School Subject

Prior to achievement information being reported to the SCSA students should have the opportunity to check that their results have been accurately recorded.

#### 4.32.3 Appeals

If a student wishes to appeal their subject final result, the student may request an assessment review by the Deputy Principal. In the case of Senior School students, if the matter is not satisfactorily resolved the student may lodge an appeal with the SCSA.

Assessment reviews and appeals to the SCSA against any College assessments are intended to determine whether:

- the assessment programme for that subject conforms to SCSA requirements
- the assessment procedures within the subject conform to the College's assessment policy based on SCSA guidelines
- there are any procedural or computational errors in the determination of the student's assessed achievement

In the case of a student appealing to the SCSA, the College is required to provide the following information to the appeals panel:

- a copy of the College assessment policy
- a copy of their assessment programme in the subject concerned
- a copy of the assessment records for all students studying the subject in the school with the appealing student's results indicated
- any other relevant school information as required by the panel

The SCSA does not re-assess student work as part of the appeals process.

#### 4.33 Examinations

Examinations are an important component of assessment in the Senior School years. The following procedures ensure that all students have the right to take examinations in conditions that are fair and allow them to perform to the best of their ability. The College has the right to deny students access to examinations should they fail to meet the requirements as described below.

##### 4.33.1 Attendance

Students are required to attend all scheduled examinations in their academic uniform.

If students are unable to attend a scheduled examination, a parent/guardian must contact the Deputy Principal prior to the examination taking place.

The only acceptable reason for absence from an examination is illness. The Deputy Principal must be contacted by a parent/guardian prior to the commencement of the examination and a medical certificate must be provided.

Alternative arrangements for students to sit the examinations will then be negotiated. The College has the right to refuse alternative examination arrangements in the case of any other form of absence. Students who miss examinations due to family holidays will receive zero for the missed

examination. Students who forget to sit an examination or misread their examination timetable will not normally be permitted to sit a late examination and hence will receive zero for that examination. Students will not normally be allowed to sit examinations prior to the scheduled date.

#### 4.33.2 Examination Materials

- No unauthorised materials are to be taken into the examination room
- Students should write clearly with a blue or black pen unless otherwise directed
- Students are not permitted to bring pencil cases into the examination room. It is recommended students place writing instruments in a clear plastic sleeve
- Calculators satisfying the conditions set by the SCSA must be used
- Students must not bring mobile phones or any other electronic device such as Smart Watches into the examination room
- The use of dictionaries is not permitted
- Students may bring water to the examination providing that the water is in a clear plastic bottle. (All labels should be removed.) Water bottles cannot be refilled during the examination.
- Students are not permitted to remove examination materials from the examination room unless specific permission is given by the supervisor.
- Use of unauthorised material will result in cancellation of a student's paper.

#### 4.33.3 Conduct and behaviour in the examination room

- During an examination no communication between students, verbal or otherwise, is allowed. Students wishing to communicate with a supervisor should raise their hand to attract attention.
- Students are required to attend examinations in academic uniform and to comply with the College Standards for Uniform and Grooming.
- Talking is not permitted in the examination room at any time.
- Eating is not permitted in the examination room.
- Any attempt to communicate with other students will result in cancellation of a student paper.

#### 4.33.4 Arrival and departure from examinations

- It is recommended that students arrive fifteen minutes before the scheduled starting time.
- Students will not enter the examination after half an hour of working time has passed.
- Students will not leave the examination until working time has finished.

### 4.34 SCSA – A- E Grade Descriptors

In Western Australia, student achievement is reported on a five-point scale for all years from Pre-primary to Year 10. For Pre-Primary the scale is Exploring, Emerging, Expected, Exceeded and Exceptional. Year 1-10 see the table below.

**Table 3: Letter grades and achievement descriptors**

Letter grade	Achievement descriptor
<b>A</b>	The student demonstrates <b>excellent</b> achievement of what is expected for this year level.
<b>B</b>	The student demonstrates <b>high</b> achievement of what is expected for this year level.
<b>C</b>	The student demonstrates <b>satisfactory</b> achievement of what is expected for this year level.
<b>D</b>	The student demonstrates <b>limited</b> achievement of what is expected for this year level.
<b>E</b>	The student demonstrates <b>very low</b> achievement of what is expected for this year level.

<b>Authorised by:</b>	Julie Hornby	<b>Signature:</b>	
<b>Date:</b>			
<b>Effective Date:</b>	1 July 2021	<b>Next Review:</b>	27 January 2023