

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.

These Procedures recognise that a primary purpose of assessment is to enhance learning and assessment practices have a powerful impact on teaching and learning. 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.

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 independently 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 teaching and learning cycle and as such, should represent a 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 School 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 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 Year 7-10 will have a maximum of eight assessments per year. Year 11 and 12 Courses will have their number of assessments aligned to the VET or SCSA syllabus.
- 4.6 Assessment is be aligned to the SCSA assessment principles. Full text of these principles can be located on the SCSA website:
- 4.6.1 Assessment should be an integral part of teaching and learning.
 - 4.6.2 Assessment should be educative.
 - 4.6.3 Assessment should be fair.
 - 4.6.4 Assessment should be designed to meet their specific purposes.
 - 4.6.5 Assessment should lead to informative reporting.
 - 4.6.6 Assessment should lead to school wide evaluation processes.
- 4.7 Teacher judgments about students' demonstrations of learning outcomes should be consistent within all classes in the same course. Moderation needs to take place to ensure marks are applied consistently. For Pre-Primary to Year 10, final grading of students needs to be consistent with the CEWA/SCSA judging standards. For Year 11 and 12 courses WACE, grading is to be consistent with grade descriptors from the syllabus. VET courses are awarded satisfactory completion when students have met the requirements of all units in a course.
- 4.8 Parents are able to view the current progress of their child in real time via Parent Coneqt. They are able to communicate with teachers through Coneqt and make appointments with class teachers for further discussion. The College will be in contact (with a plan forward) where this is an identified issue with student performance or where data indicates that a student will not meet the expected standard for a course.
- 4.9 Junior School Reporting:

Year Level	Terms 1 & 3	Terms 2 & 4
Pre-K		Semester Report: Two Stars and a Wish General Comment
KG	Learning Conversations Speech Screening Results Term 1	Semester Report: LIFE Indicators General Comment

Pre-P	Learning Conversations On Entry Data in Term 1	Semester Report: LIFE Indicators General Comment RE, Big Ideas, English, Mathematics Descriptors Learning Areas reported on using: <ul style="list-style-type: none"> • Exploring • Emerging • Expected • Exceeded
Y1-Y6	Learning Conversations On Entry Data in Term 1 for Years 1 and 2	Semester Report: LIFE Indicators General Comment RE, Big Ideas, English, Mathematics Descriptors Learning Areas reported on with grades and effort/application indicators

4.10 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/progress for each of the courses. All reports provide an overview of a student's behaviours in class. The final grade is only reported at the completion of a course in that year.

4.11 Responsibilities, Procedures and Expectations

Learning Area Leaders

- 4.11.1 Moderate work between classes when there is more than one teacher in the same year level and learning area.
- 4.11.2 Grade students according to the appropriate WA curriculum standard (CEWA/SCSA/RTO). Grades need to be based on moderated samples of work and not arbitrary cut-offs.
- 4.11.3 Where there is only one teacher, the LAL/AP should evaluate a sample of work against the year-level achievement standard and discuss with the teacher.
- 4.11.4 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.

4.12 Teacher Responsibilities

- 4.12.1 Pre-Kindergarten and Kindergarten programming needs to be guided by the EYLF and the Kindergarten Curriculum Guidelines.
- 4.12.2 Develop a teaching/learning programme that meets the PP-Y12 CEWA/SCSA/RTO syllabus requirements.
- 4.12.3 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.
- 4.12.4 Provide students with a course outline, syllabus (WACE courses) and assessment outline at the commencement of the course.
- 4.12.5 Provide students with timely assessment feedback and guidance (two-week

turn around). Marks should be released to students and parents at an appropriate time.

- 4.12.6 Maintain accurate records of student achievement including anecdotal records of student progress in the process of completing tasks.
- 4.12.7 Meet school and external timelines for reporting.
- 4.12.8 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.
- 4.12.9 Ensure that students who are in a K-12 IEP(L) course are reported on according to their set goals.
- 4.12.10 Requests from students for extensions must be recorded in the SIP.
- 4.12.11 Assessments must give students the ability to demonstrate the full range of achievement (A-E).

4.13 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.

Secondary 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.

Year 7-10 Assessment Outlines must include:

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

Year 11-12 Assessment (WACE) 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
- the weighting of each assessment task
- the weighting of each assessment type as specified in the assessment table of the syllabus.

4.14 Modification to the Assessment Outline

4.14.1 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 assessment conditions as per the student plan.

4.14.2 Teacher adjustment of course and assessment outlines – Year 11-12

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 Leader will also be advised.

4.14.3 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 Leader 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.

4.14.4 Task sheets (MS/SS)

Task sheets will provide the student with specific details about the task and how it is to be judged. A 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

4.14.5 Marking of assessed work

Courses 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.

4.14.6 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 of progress.

4.15 Student Responsibilities

Students are expected to be accountable and responsible for the completion of their best standard of work, which is presented by the due date. Families are required to take responsibility for familiarising themselves with the College Assessment Policy.

Students must:

- complete all assessments required by the due date
- complete all work requirements
- ensure that they inform the College before anticipated absences or after any unforeseen absences.
- requests for an extension must be in writing to the class teacher and will only be granted due to misadventure or compassionate grounds.
- remain enrolled in the subject until the completion of the learning and assessment programme (Year 11-12)
- maintain a good record of attendance, conduct and progress

4.15.1 Subject Completion – Year 11-12

A student will be deemed to have completed a course and therefore be eligible to receive a percentage and grade when the course's structured educational programme and assessment have been completed. If the student fails to complete the educational programme or any of the tasks, then they may be unable to meet the requirements of the course.

4.16 Absence From In-Class Assessments

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

4.16.1 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.

4.16.2 Year 7-9 Students

Students who are absent from tests or in-class assessments 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. Where there is a pattern of missed assessments, the Deputy Principal – Enrichment reserves the right to zero score subsequent missed in class assessments.

4.17 Year 10-12 Students

4.17.1 Absent from an in-class assessment for an acceptable reason.

Students missing assessments due to school sanctioned activities will not be considered unacceptable reasons. Students are to sit these assessments in the next available class.

If a student is absent from an assessment for an acceptable reason:

- Medical - Medical certificate needs to be provided by a medical practitioner indicating that the student was unfit for the scheduled time of the assessment. The assessment must be completed at 8am on the next available school day. A score of zero will be received without a certificate.
- Misadventure – Where genuine misadventure occurs, notification of the event should be forwarded to the year level Inter-relationships leader by the parent/s/caregiver/s, and the IRL will advise teachers. The assessment must be completed at 8am on the next available school day.

4.17.2 Absent from an in-class assessment for an unacceptable reason.

Students will receive a zero in these circumstances.

Note: Holidays, family gatherings, 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.

4.18 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).

4.19 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.

4.19.1 Extensions:

A parent or student may apply to the class teacher for an extension to the due date for an assessment due to illness (Year 10-12 medical certificate required) or misadventure. The online extension form needs to be completed for consideration. Typically, extensions are not granted on the day an assessment is due.

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 lose 10% per day down to a maximum score of 55% for the assessment. Where the assessment is more than three days late an afterschool detention will be issued. The missed assessment is to be worked on during the detention and the student will be marked on what is handed in at this time (maximum 55% score). Failure to attend to the detention, will result in an class withdrawal for one day, where the assignment is to be completed and will be marked to a maximum of 55%.

ie. Received 70% and a student hands in one day late. Score recorded will be 60%.

Or

Received 43% and a student hands in one day late. Score recorded is 43%.

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

- 4.19.2 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.

- 4.19.3 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.

4.20 Cheating And Plagiarism

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

Plagiarism is where students use another person's work or artificial intelligence without acknowledgement. Where students use artificial intelligence to produce work, no marks will be awarded. 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.

4.21 Consequences for cheating and plagiarism

In all incidents of cheating, collusion and plagiarism the Learning Area Leader will inform the student, student's parent/caregiver that a zero will be recorded and an after school detention will be issued.

4.22 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.

4.22.1 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 Leader. If the matter is resolved the appropriate adjustments should be made on the students' scripts and their assessment records. A final review may be completed by the Deputy Principal – Enrichment.

4.22.2 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.

4.22.3 Appeals

If a student wishes to appeal their subject final result, the student may request an assessment review by the Deputy Principal - Enrichement. 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.

4.23 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.

4.23.1 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 year level Inter-relationships Leader prior to the examination taking place.

The only acceptable reason for absence from an examination is illness or misadventure. The year level Inter-relationships Leader 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.

4.23.2 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.

4.23.3 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.

4.23.4 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.

4.24 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
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

Authorised by:	Julie Hornby	Signature:	
Date:			
Effective Date:		Next Review:	