

Assessment And Reporting Procedures

Learning



1. Aim

The Year 7-12 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 Year 7 - 12.

3. Introduction

- 3.1 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.
- 3.2 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.
- 3.3 Assessment is to be aligned to the SCSA assessment principles. The full text of these principles can be located on the SCSA website: <https://scsa.wa.edu.au/parents/how-will-my-child-be-assessed/what-are-the-guiding-principles-for-assessment>.
- 3.4 Teacher judgments about students' demonstrations of learning outcomes should be consistent within all classes in the same course. The Learning Area Leader, under the direction of the relevant Deputy Principal, will ensure that moderation processes, such as cross marking or common marking are used to ensure comparability of marks across classes. In Year 7 - 10 final grading of students needs to be consistent with the SCSA judging standards and CEWA standards for Religious Education. For Year 11 and 12 courses, 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.

3.5 Each subject must have a Course Outline that is published for students and parents identifying the content, the sequence in which the content will be taught and the approximate time to teach each section and assessments.

3.6 Each subject must have an Assessment Outline that is published for students and parents.

For Year 7-10 this Outline must include:

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

For Year 11-12 WACE Courses, the outline 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

3.7 The class teacher is responsible for ensuring that the Assessment and Course Outlines are posted to the class SEQTA Home page.

3.8 Should changing circumstances require the Course or Assessment Outline to be amended then an updated copy clearly indicating the changes will be provided to students. The Learning Area Leader will also be advised.

3.9 Where there are multiple classes in a course, the Learning Area Leader will ensure that common tasks are completed, where possible in a common period, or at least, on a common day. They will ensure that teachers collect and retain assessment tasks and all student responses to the task until all the classes have completed the task. To ensure fairness for all students, the Learning Area Leader may require the use of parallel assessment tasks for use by different classes or students.

3.10 Parents and students should be able to view the current progress of their child in real time via SEQTA Engage and Learn.

3.11 Year 7-10 courses 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. Responsibilities

Students	Parents
<ul style="list-style-type: none"> • Familiarising themselves with the College Assessment Guidelines and Procedures and with the Assessment and Course outlines for each subject. • Recognising the critical dates relating to assessments and submitting all work by the published dates. • Taking constructive ownership of their learning and completing all tasks to the best of their ability. • Recognising that missing an assessment due to a College event will require them to sit the assessment upon returning to the missed assessment sessions. 	<ul style="list-style-type: none"> • Familiarising themselves with the College Assessment Guidelines and Procedures and with the assessment and course outlines for each subject. • Supporting their children in managing the important dates relating to assessments. • Highlighting the importance of submitting all work by the assigned due dates. • Supporting their children in using a constructive approach to discussing any difficulties regarding

<ul style="list-style-type: none"> Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher. Ensuring that they have submitted online assessment using the correct platform and file format. 	<p>assessment, absence from class, missed assessments or extension requests with their classroom teachers.</p> <ul style="list-style-type: none"> Following the process when notifying the College of their child's absence and adhering to the policies contained herewith. Viewing SEQTA regularly as one source of information on their child's academic progress. Discussing assessment feedback with their child.
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Teachers	Learning Area Leaders
<ul style="list-style-type: none"> Publishing the Assessment and Course outlines for each subject Referring closely to the assessment outline and providing reasonable notice and support in the lead up to an assessment. Ensuring the students in their class and their parents are notified of changes to due dates using Teams and Seqta Designing assessment tasks that are purposeful, valid and reflect the syllabus. Engaging in learning and teaching activities that provide students opportunities for goal setting, growth and reflection. Providing timely feedback on assessments, ensuring work is returned to students within two weeks. Routinely updating SEQTA with assessment dates and marks Engaging in moderation processes, including external moderation where required. Provide students on IEPs with the appropriate accommodations. 	<ul style="list-style-type: none"> Ensuring the Assessment and Course outlines for each subject are made available to students and parents. Ensuring robust moderation processes are in place across different classes Ensuring processes are in place to protect the validity of assessments across different classes Ensuring assessment tasks are purposeful, valid and reflective of the syllabus. Ensuring students and parents receive timely feedback on assessments and that SEQTA is regularly updated with assessment dates and marks. Working with the class teacher(s) to determine student grades according to the appropriate West Australian curriculum standard (CEWA/SCSA/RTO). Ensuring that grades are based on moderated samples of work and not arbitrary cut-offs

5. Absences and Missed In-Class Assessments

In the interest of fairness and equity to all, the following procedures will be followed in the event of a student missing an in-class assessment.

5.1 Year 11-12 students absent from an in-class assessment due to illness.

5.1.1 Students in Years 11 and 12 who do not attend school and miss an in-class or practical assessment because of illness must present a medical certificate to cover the absence. This medical certificate must indicate that the student was unfit to attend school on the assessment date. Failure to provide a medical certificate will result in a zero being awarded for that assessment.

5.1.2 Students who attend school but become ill and leave early at the recommendation of the College nurse, will not require a medical certificate to cover any assessments for that day; however, one will be required for subsequent days. If a student leaves early and this is not at the recommendation of the College nurse, then a medical certificate will be required for that day

5.2 Year 7-10 students absent from an in-class assessment due to illness.

Students in Year 7-10 who miss an in-class or practical assessment because of illness will need a parent / guardian to contact the College via absentees@holycross.

wa.edu.au or on the SEQTA Engage Absentee Form to let the school know that the student was unwell.

5.3 Absent from an In-class Assessment for Other Reasons

Students who are absent from school for non-illness related reasons parents are required to inform the College using the [Notification of Student Absence](#) (also available on SEQTA Engage and SEQTA Learn Welcome Page). The relevant Deputy Principal will use the information from the form to discern whether the absence will be Credited or Uncredited. Absences that will usually be considered as Credited include bereavement, unavoidable family circumstances, or other extraordinary situations such as representing the state in a sports team.

An absence is only approved as Credited following confirmation from the relevant Deputy Principal.

Where an absence is Uncredited, the students will have the opportunity to complete the assessment and receive feedback on their performance as described in Section 6 below. However, a mark of zero will be recorded for the assessment. on return to school.

For missed assessments which are credited, students should follow the process as outlined in Section 6 below.

5.4 Teachers will not set work or provide alternative assessments/examinations for students on holidays during school time, and a result of zero will be given for any missed assessments.

6. Process for Completing Missed In-Class Assessments

6.1 Year 7-10 students

Where a Year 7-10 student misses an assessment, they will be required to complete the assessment at the earliest available opportunity as determined by the relevant teacher.

6.2 Year 11-12 students

Where a Year 11-12 student misses an assessment, the priority is for the student to be in the classroom with their teacher when returning from absence and to lessen the impact on teaching and learning time. To maximise time within the classroom and to ensure assessment conditions are monitored, the missed assessment must be completed at 8am on either of the next two available school days.

6.2.1 Students must arrive promptly to the missed assessment session as it will only run for the allocated 50 minutes, and no further time will be given to those students who arrive late.

6.2.2 A zero score will be recorded if students do not complete the task during the first two allocated missed assessment sessions, and the Learning Area Leader will issue a College Detention.

6.2.3 Students who miss multiple assessments must complete the tasks in order of due date in consultation with the relevant Leaders of Learning and classroom teachers.

6.3 At the end of the semester or year, the student's mark for any Credited assessments completed after the class will be checked to see if they differ substantially from other marks obtained by the student. Where a discrepancy occurs, the assessment may not be included in the result. This will be done in consultation with the Learning Area Leader and the relevant Deputy Principal.

6.4 In circumstances where an absence is Credited but the validity of the task cannot be maintained (i.e. too many days have passed and the marked test has been returned to other students), a standardised score will be generated, and the marks book will be annotated as such by the class teacher.

6.4.1 A standardised score uses the cohort mean and standard deviation of the assessment task that has been missed and predicts the student's mark based on their mean and standard deviation from all other assessments.

- 6.4.2 In rare instances, the teacher may judge that this mark is not a true indication of the student's ability. In such cases, after consultation with the Learning Area Leader, the mark may be removed.
- 6.4.3 The teacher, in consultation with the Learning Area Leader, will arrange for the student to complete the task for formative purposes as homework, providing a due date of five school days to complete it.
- 6.4.4 After five school days, students who do not submit the formative assessment will be issued a College Detention where the assessment must be completed to a satisfactory standard.
- 6.5 For students with more than one standardised score, the Learning Area Leader, in consultation with the relevant Deputy Principal, will determine whether there is sufficient data to accurately report on the student's achievement or whether alternative arrangements for allocating a grade need to be adopted.
- 6.6 Where there is a pattern of missed assessments, the Learning Area Leader or Deputy Principal reserves the right to zero score subsequent missed in class assessments

7. Missed Assignments (Including VET qualifications)

A course overview and assessment outline will be made available to each student on SEQTA at the commencement of the course. Due dates will be clearly outlined on task sheets and must be adhered to by students.

7.1 Extensions

A student may apply to Learning Area Leader for an extension to the due date for an assessment using the *Extension Application Form* available in the SEQTA Learn and SEQTA Engage Documents Tab. Every effort should be made to apply for the extension at least 3 days prior to the due date of the task.

7.2 Absences

Where a student is absent on the due date of an assignment and the absence is for a valid reason such as a Credited Absence or an illness, the student must correspond with the classroom teacher to confirm an appropriate due date.

7.2.1 In the case of an illness, Year 10 to 12 students will need to present a medical certificate to cover the absence. In deciding on a new due date for a submission of a student's assignment, the teacher will be guided by the need for fairness and equity for all students.

7.3 Late Assignments (Year 7-10 and Year 11-12 Courses)

Where a student does not submit an assignment on the due date and there is no medical certificate or the absence is not Credited, a penalty of 10% will be applied for each day the assignment is late.

7.3.1 The 10% penalty per day is applied in the following way: Final mark = (Marked score - 10% of that score x the number of days penalty). For example, a student submits an assignment 2 days late and the teacher marks gives the assignment a score of 65%.

$$\begin{aligned} \text{The final mark} &= 65 - (20\% \times 65) \\ &= 65 - 13 \\ &= 52\% \end{aligned}$$

7.3.2 The weekend counts as two days when determining the late penalty.

7.3.3 If the penalty would result in final mark below 40%, the students will receive a score of 40%.

7.3.4 After seven days, if the work remains unsubmitted, the Learning Area Leader will issue a College Detention where the work can be completed and submitted.

7.4 Late Assignments (VET Qualifications) Where a VET student does not submit an assignment on the due date and there is no medical certificate, or the absence is not Credited the

classroom teacher may ask the Learning Area Leader to issue a College Detention where the work can be completed and submitted.

7.5 Completion of Assignments to a satisfactory standard

In the instance where an assignment that has not been completed to a satisfactory standard, the teacher, in consultation with the Learning Area Leader, will inform the student and provide feedback on which elements of the task need to be addressed. The student has five school days to re-submit the assignment to the classroom teacher.

7.5.1 Where the student has still not completed the assignment to a satisfactory standard, the classroom teacher will inform the parents, Learning Area Leader and Inter-relationship Leader. The Learning Area Leader may issue a College Detention where the work can be completed and submitted.

7.5.2 Where the work is still not completed the relevant Deputy Principal may withdraw the student from classes until the assignment is completed to a satisfactory standard.

7.6 Electronic Submission of Assignments

Where assignments are to be submitted electronically it is the student's responsibility to familiarise themselves with the correct platform, process and files format required and to submit their work on time.

7.6.1 Assignments must be uploaded in the correct file format as specified by the teacher.

7.6.2 It is the student's responsibility to ensure that the correct file is submitted before the deadline.

7.6.3 Lack of internet access or device issues will not automatically be a valid reason for an extension; students must plan and seek technical support if needed.

7.6.4 If technical difficulties prevent submission, students must email their teacher immediately with evidence of the issue (e.g., screenshot of an error message).

7.6.5 If a submitted file cannot be opened or accessed, it will be considered as non-submission until a valid file is provided.

7.6.6 It is recommended that students verify their submissions by checking the uploaded file after submission.

8. 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 may deny students access to examinations should they fail to meet the requirements as described below.

8.1 Entry and exit

8.1.1 Students must bring their personalised written examination timetable to all examinations. This will have been emailed to students using their College email address.

8.1.2 Students must wear full College uniform for all examinations. Year Twelve students are allowed to wear Leavers Jackets.

8.1.3 Students may not enter the examination after half an hour of working time has passed.

8.1.4 Students may not leave the examination until working time has finished.

8.2 Examination Materials

8.2.1 No unauthorised materials are to be taken into the examination room.

8.2.2 Students are not permitted to bring pencil cases into the examination room. It is recommended students place writing instruments in a clear plastic sleeve.

8.2.3 Only calculators satisfying the conditions set by the SCSA for the course being examined must be used.

8.2.4 Students must not bring watches, mobile phones or any other electronic device into the examination room.

- 8.2.5 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.
- 8.2.6 Students are not permitted to remove examination materials from the examination room unless specific permission is given by the supervisor.
- 8.2.7 Use of unauthorised material may result in cancellation of a student's paper.
- 8.3 Conduct and behaviour in the examination room
 - 8.3.1 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.
 - 8.3.2 Talking is not permitted in the examination room at any time.
 - 8.3.3 Eating is not permitted in the examination room.
- 8.4 Unfair advantage

Where an exam supervisor believes a student has communicated to another student or attempted to gain an unfair advantage by using technology or taking unauthorised notes into the examination, they will approach the student, inform them of the concern, and note the time and nature of the concern. The student will be allowed to finish the exam. The supervisor will report the issue to the Learning Area Leader or Deputy Principal. If it is established to the satisfaction of the College that the student breached the examination rules or may have gained an unfair advantage, the student may receive zero for the examination paper.
- 8.5 Missed Exams

The only acceptable reason for absence from an examination is illness or misadventure. In the case of an illness, the relevant 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.

 - 8.5.1 Students who miss examinations due to family holidays will receive zero for the missed examination.
 - 8.5.2 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.
- 8.6 VET Students

It is an expectation that all students who are studying a VET certificate will attend school during the College examination periods until such times as their VET teacher has signed off indicating that they have successfully completed all competencies. Students and parents need to be aware that no holidays or work commitments should be planned during these times.
- 8.7 Externally 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 course. This assessment task has a weighting of 15% of the final mark.

The EST is a 50-minute written assessment task developed by the School Curriculum Standards Authority 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 follow the Process for Completing Missed In-Class Assessments described in Section 6 above.

9. Prolonged absences

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 program. Where a student has prolonged absences, and cannot be reported on validly, a discussion will take place with the relevant Deputy Principal. 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.

Prolonged or frequent absence from Senior School WACE courses may result in students not completing enough of the assessment and/or educational program. In such cases, students may receive an "E" grade which may affect their achievement of a Western Australian Certificate of Education (WACE).

10. Catastrophic Events

If the assessment of individual students or a group of students is affected by a catastrophic event the Deputy Principal, 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.

11. Subject Completion

For a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit, where a single Year 11 unit is studied), or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units.

11.1 The education program refers to classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities, such as group discussion, team investigations, field trips and other similar processes.

11.2 Where a student is not able to complete the assessment program because of injury or illness, or exceptional personal circumstances the student and parent will need to consult with the relevant Deputy Principal.

11.3 If the Deputy Principal forms the view that the reasons for non-completion are acceptable, and sufficient evidence is available, then the teacher can make a professional judgement of the grade to be assigned for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

11.4 If the reason for non-completion is acceptable to the school, but sufficient evidence of student achievement is not available, then the Deputy Principal may work with the class teacher to:

- make limited modifications to the assessment program so that it can be completed by the student, or
- provide an alternative assessment task, or tasks, that conforms with the assessment requirements of the course (e.g. modify the task/s but maintain the same standards), or
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, or
- for a Year 11 ATAR, General or Foundation course, submit a notation of U (Unfinished) if providing more time to complete further assessment tasks. (Note: changing the U to a grade must be completed before the scheduled final date for

the upload of student achievement data (other than Year 12) for the previous year.

Where a student's U status is not amended by this date, the U will default to an E grade. A U notation cannot be submitted for a Year 12 ATAR, General or Foundation course

- 11.5 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.

12. Academic Integrity (cheating, collusion, and plagiarism)

- 12.1 Academic integrity is the expectation that all community members act with honesty, trust, fairness, respect and responsibility.
- 12.2 Academic Misconduct involves forms of cheating such as collusion and plagiarism, irrespective of whether this is the intent of the student or not. Examples include, but are not limited to:
- 12.2.1 Gaining or sharing information specific to an assessment that could reasonably be expected to provide an unfair advantage (including sharing information between classes). Students who permit others to copy or use their work will put themselves in a position where they will be penalised.
 - 12.2.2 Gaining a copy of an assessment or marking key before its release.
 - 12.2.3 Presenting a response to an assessment that is not one's work; this includes the use of artificial intelligence tools,
 - 12.2.4 Talking during a silent assessment task.
 - 12.2.5 Using a mobile device during an assessment.
 - 12.2.6 Accessing prohibited materials during an assessment or examinations (such as pre-prepared and concealed notes).

13. Appropriation and attribution as forms of plagiarism

- 13.1 The terms appropriation and attribution are forms of plagiarism and extend to:
- 13.1.1 Submitting the work of another as one's own work
 - 13.1.2 Downloading artwork, graphics or other material from the internet and presenting it as one's own without appropriate acknowledgement
 - 13.1.3 Submitting work to which another person—such as a parent, teacher or expert—has contributed substantially.
- 13.2 The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism. It is also a form of fraud if it involves significant and/or improper third-party assistance.
- 13.3 Students are required to attribute all appropriated, reworked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the job, text and artist/creator/author must be included in the appropriate acknowledgment form and the candidate's statement.
- 13.4 The Use of Artificial Intelligence
- 13.4.1 All students are expected to act with academic integrity and submit original work that is their own.
 - 13.4.2 If the assessment guidelines permit the use of artificial intelligence tools to assist in the research and writing process, the final submission must be in the student's own words and any information or ideas obtained from research tools, including artificial intelligence tools, must be cited correctly in the final submission.

13.5 Ensuring the academic integrity of out-of-class assessment tasks

13.5.1 Teachers will use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools and artificial intelligence to check the originality of the work submitted by a student.

13.5.2 Student achievement in out-of-class assessment tasks is also authenticated by the teacher using a range of strategies including, but not limited to:

13.5.2.1 Monitoring of student progress during regular observations, reflections, and feedforward opportunities

13.5.2.2 Use of plagiarism monitoring software, where practicable

13.5.2.3 Validation of achievement by an in-class assessment task under test conditions

13.5.2.4 Completion of the task partially at home and partially at school

14. Allegations of breaches of academic integrity

If a student is believed to have engaged in any form of cheating, collusion or plagiarism, the teacher, in consultation with the Learning Area Leader, will investigate whether the evidenced behaviour constitutes academic misconduct.

14.1 The student will be provided with the right to reply during the investigation.

14.2 Where, in the view of the College, it is established beyond a reasonable doubt that academic misconduct has occurred, the Leader of Learning will inform the Deputy Principal, Inter-Relationship Leader, the student and their parent of the result of the investigation and the penalty.

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

14.3.1 A mark of zero for the whole assessment task,

14.3.2 A mark of zero for the part of the assessment in which academic misconduct has occurred.

A student who engages in academic misconduct may also be required to attend a meeting with their parent / guardian, Learning Area Leader and the relevant Deputy Principal.

15. Retention and disposal of students work

Students are responsible for retaining their marked written assessment tasks.

15.1 To assist Year 11 and 12 students, the class teacher will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks.

15.2 All assessment material is required by the teacher when assigning grades at the completion of the pair of units, or in the case of an appeal.

15.3 The School Curriculum Standards Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

15.4 Students will have access to the assessment file for revision purposes during class time and for home study. It is the responsibility of the student to ensure that materials are returned to the file. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

16. Students with a disability

16.1 Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Leader of Tarma / Plaza and the relevant Learning Area Leader.

- 16.2 These adjustments will be consistent with those described in the School Curriculum Standards Authority's Equitable Access to Assessment Policy which can be accessed from the Authority website. https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0010/987121/Equitable-Access-to-Assessment-Policy-and-Guidelines-v7.pdf
Depending on the individual student's education needs, these adjustments can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.
- 16.3 For Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College may have used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

17. Reviewing assessment marks

- 17.1 If a student believes that there is an issue with the mark they received for an assessment then they should, in the first instance, discuss the issue with the teacher.
- 17.2 If the issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Learning Area Leader.
- 17.3 The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review. The Deputy Principal will review the issue and making a final determination of the mark / grade to be allocated for the assessment and respond in writing.

18. Reviewing marks and grades for Year 11 and 12 – appeals to the School Curriculum Standards Authority SCSA

- 18.1 The SCSA will not re-assess student work, or the marks allocated for a test or assessment as part of the appeals process. The mark determined by the College for any given piece of work is final.
- 18.2 The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:
- 18.2.1 The assessment outline does not conform to the syllabus requirements,
 - 18.2.2 The assessment procedures used do not conform with the College's Assessment and Reporting Procedure
 - 18.2.3 Procedural errors have occurred in the determination of the course mark and/or grade
 - 18.2.4 Computational errors have occurred in the determination of the course mark.
- 18.3 The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.
- 18.4 If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form which is available from the relevant Deputy Principal or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.
If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

19. Reporting

The College informally reports on student progress at the end of Term One through Interim Report and at the end of the semester through the Semester One Report. The College formally reports on student achievement at the end of Semester Two.

19.1 Year 11 -12 Reports

Students will receive a grade for each Course of Study and an indication of their progress in the achievement for VET Qualifications and Curtin UniReady programs.

19.1.1 Each grade (A, B, C, D and E) is based on the student's overall performance for the pair of units (or unit, where a single Year 11 unit is studied) with reference to a set of predetermined standards. These standards are defined by the grade descriptions which are included in the syllabus

19.1.2 To assign a grade at the completion of the pair of units the teacher will, under the direction of their Learning Area Leader, generate a ranked list of all students in the course, based on the weighted mark out of 100 using the assessment outline, identify from the ranked list the points where a change of standard is evident, examine the work of the students either side of this point to assign a grade with reference to the grade descriptions

19.1.3 Student and parents should be aware that the grades achieved at the completion of a pair of units are provisional. Schools are required to participate in formal School Curriculum and Standards Authority moderation processes which aim to establish comparability of grades across schools. Students need to recognise that grades allocated by the school may be subject to change because of these processes. Such changes are generally very limited. Students will be informed as soon as is practicable if such changes are to be made.

19.1.4 For Year 12, the statistical moderation process (including those relating to small group moderation) will result in some modification to the school score. This may be an upward or downward movement. It is important that students realise that such adjustments will occur and that these are beyond the direct control of the school. These adjustments are made by the School Curriculum and Standards Authority during December and are reflected in the Statement of Results issued by the Authority to students late in December.

19.1.5 Students who do not sit an ATAR course examination, and do not have an approved sickness/misadventure application for that course, will not have the grade for that ATAR Year 12 course count towards meeting any of the WACE requirements. This may affect the students' overall ability to achieve the WACE.

19.1.6 In relation to Vocational Education and Training Certificate courses the results must be checked and verified by the relevant Registered Training Organisation.

19.2 Year 7-10 Reports

19.2.1 In Year 7-10, student achievement is reported on the five-point scale below. In Religious Education the standards being referenced are those set by Catholic Education Western Australia. In all other courses the standards are derived from the SCSA K-10 syllabus and Judging Standards.

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.