



Gilmore
COLLEGE

WHOLE SCHOOL ASSESSMENT POLICY

1. Overview

Assessment has several roles:

- monitoring the progress of students and recognising learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures.

Assessment programs must ensure that all assessment tasks have the following characteristics:

- validity
- reliability
- discrimination

1.2 Assessment Requirements

Senior School

Assessment requirements for students studying WACE courses are set by the School Curriculum and Standards Authority (SCSA). Adherence to these requirements is mandatory.

At the commencement of a course, every student studying a WACE course must be provided with:

- the school's assessment policy
- the syllabus
- the school's course outline
- the school's assessment outline

All the documentation above will be available on Connect. Any adjustments made to the documentation will be made in consultation with all students and publicised.

Lower School

Every student enrolled in a Lower School course will be provided with a course outline that adheres to current guidelines (SCSA) at the commencement of the course. Course outlines will include information regarding all assessable tasks with approximate timing of each assessment task.

1.3 Student Responsibilities

It is the student's responsibility to:

- Attempt all assessments described in the Course and Assessment Outlines by the scheduled due date.
- maintain a good record of attendance, conduct and progress. (A student who is absent for five periods or more in a course, per term, is deemed to be at risk of not achieving the best possible result).
- initiate contact with subject teachers concerning absence from class for missed assessments and/or extension requests and other issues pertaining to assessment.

Senior School students must also:

- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks.
- make this file available whenever required as these may be reviewed by the school or the School Curriculum and Standards Authority. The school retains the assessment files until the marks have been accepted by the Authority.

1.4 Teacher Responsibilities

It is the teacher's responsibility to:

- develop a teaching/learning program that adheres to current guidelines (SCSA/Australian Curriculum etc.).
- Provide students with an assessment outline and course outline at the commencement of the course.
- ensure that assessments are fair, valid, explicit, reliable, and authentic.
- maintain up to date, accurate records of student achievement and assessment.
- meet school and external timeframes for assessment, marking and reporting.
- inform students and parents of academic progress as appropriate. Reporting to Parents must be kept up to date with the most current results as this is the information students and Parents are accessing when using Connect.
- ensure internal comparability processes when more than one teacher is teaching a subject.
- ensure that out of class assessments are authentic with supporting evidence.
- all assessments should be marked and returned to students within 7 working days. In exceptional circumstances and after discussion with the HOLA this may extend to 10 days maximum.
- Provide detailed marking keys or assessment rubrics, providing feedback to students on their performance and clarity on how marks were awarded for assessment tasks.
- Establish an assessment file for each student which:
 - contains all marked written assessment tasks, and can be accessed by the student for revision purposes

- is retained by the school until the results are accepted by the Authority
- is returned to the student within a specified period after the results are accepted by the Authority or is securely disposed of by the school. Retention and disposal of student work (*sub-section 2.8.2 SCSA WACE Manual*)

1.5 Assessment Structure

Senior School – WACE Courses

Percentage weightings are allocated for the syllabus content, learning outcomes and types of assessment. It is important that students understand the **Assessment Structure** of the course they are studying, to establish how marks are allocated and therefore the final grades are awarded. Refer to the Assessment Structure for each subject – www.scsa.wa.edu.au

1.6 Absence from Class/Missed Work

General

The resources available on Connect can be extremely useful for students who are absent from school for any period of time.

If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence could result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject. When a student returns from any absence, they will be required to complete the assessment (if practicable however, the result will not be formally recorded until the absence is approved (see Table A).

School policy does not support the removal of students from school for the purpose of a family holiday. If parents choose to do this, their child's grades may be affected, allowances will not be made for assessments missed. Special circumstances may occur, it is up to parents to discuss this with the relevant Associate Principal before their child is absent from school.

Absence for an unacceptable reason will result in a zero mark being awarded.

Prolonged Absence

Where a student is unable to attend school for a lengthy period for an authorised absence, the school will endeavour to provide support to the student's learning program. The appropriate Associate Principal must be contacted by the parent/guardian so that suitable arrangements can be made where possible. For long term absences, exceptional arrangements will be made. Staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation.

1.7 Changing Courses

Generally, students cannot be given credit for work not completed in the new subject. However, where possible:

- students will be given the opportunity to complete assessments missed and gain credit

- within a negotiated time frame
- recognition of comparable achievement will be given, and credit applied.

All subject changes depend upon the ability of the school to provide for the change and must have parental support. Course changes must be organised through the appropriate Associate Principal or Year Manager. Where a student changes school during a school year, credit for the completion of work in the same subject will be given upon the student and/or previous school supplying appropriate evidence.

1.8 Late/Non-submission of Work

General

A Course & Assessment Outline will be provided to each student at the commencement of the course. Due dates will be clearly outlined. Students will be informed if adjustments are made to the assessment schedule.

- The teacher will manage the assessment schedule.
- it is the student's responsibility to submit assessed work on time.
- Parents/caregivers will be notified in cases where concern for a student's progress emerges.

Exceptional Circumstances

In exceptional circumstances (illness or significant personal issues) a student may apply to the relevant Associate/HoLA for special consideration. Applications must be made prior to the due date for an assessment.

Where the class teacher/Head of Learning Area (Senior School) determines that the reasons for late or non-submission are valid, then the teacher may:

- grant an extension of time to complete the task without penalty.
- provide an alternative task.
- require the student to complete the task prior to the due time and date.
- record the student as exempt from that assessment.
- in exceptional circumstances, and with the approval of the Head of Learning Area, determine an estimate of achievement based on previous performance.

If a student does NOT apply for or receive consideration based on exceptional circumstances, then the following will apply:

Late Work Penalty

- 10% deduction in the mark (if submitted one school day late), or.
- 50% reduction in the total mark (if submitted five or more school days late),
- A mark of zero (if not submitted).
- *NB. Assessment practices may be altered by the School Curriculum and Standards Authority, and students will be informed at the time of any updates to Late Assessment Penalties.*

Externally Set Tasks

It is a requirement that all students enrolled in Year 12 General Courses complete the Externally Set Task for that course. The same procedures applied to examinations will be applied to the invigilation and assessment of Externally Set Tasks.

1.9 Cheating, Collusion and Plagiarism in Assessment other than Examinations

Students must be aware of, and adhere to, the school's Assessment Policy. Students shown to have cheated in assessed work will receive a zero mark for the task. Collusion is when a student submits work that is not his or her own for assessment. Plagiarism is when a student uses someone else's work or ideas and passes them off as one's own without acknowledging the source (including the use of AI).

If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed. Students may be awarded a result for work which can be authenticated. Students who allow their work to be copied may receive a zero for the task or section.

1.10 Security of Assessment Tasks

Where there is more than one class studying the same pair of units (or unit)/course at the school, all or most of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly disadvantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from other classes until after all the classes have completed the task. Discussion of the questions will be treated as collusion and students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all other schools.

1.11 Examinations and Externally Set Tasks

Regulations

- A written examination will be held in all Year 10 Academic Extension classes and Year 11 and 12 ATAR courses at the end of Semester 1 and the end of Semester 2.
- When attending examinations, students must adhere to the regulations that pertain to that examination.
- Regulations will be issued with the examination timetable and are available on Connect.

Attendance

Students must attend scheduled examinations:

- **Students who miss an examination shall not be permitted to sit the exam at another time and a mark of zero will be recorded unless a Sickness/Misadventure Form is filled in within three days of the student missing the exam. This form will need to be approved by the appropriate Associate Principal before a mark is calculated.**
- **Students who miss an exam for a medical reason must notify the school prior to 8:00 am on the day of the exam. Students are required to provide a medical certificate from a doctor before approval from the Year Manager or relevant Associate Principal to resit the exam will be granted.**
- As outlined in the School Curriculum and Standards Authority WACE Manual participating in family holidays, sitting a driver's licence test are not considered as an exceptional circumstance. Parents/guardians should contact the appropriate Associate Principal if students miss an examination for any reason. Students must fill out a Sickness/Misadventure Form available from the school when any exam is missed.
- Where a student does not complete the External Set Task, they will be required to complete the task at the first available opportunity
- If this is not until after the date that the Authority requires the school to submit the EST mark, then the school will determine if the reason for non-completion is acceptable (see Section 1.8 for details) and if not acceptable the student will be allocated a mark of zero.

In the case of those who can provide:

- a medical certificate OR
- an explanation acceptable to the Associate Principal, an adjusted assessment which does not penalise the student will be made in the determination of the result for the course/subject concerned.

Where there is an error in an examination or test paper, or an scheduled assessment is impacted by a catastrophic event, and it is determined by the Associate Principal and relevant Head of Learning Area that students may have been disadvantaged by this error, all students will be given the same consideration e.g. it may be determined that all students sitting the examination/test will be given full marks for a question with an error even though this may not have a consistent impact on students' final marks.

The adjustments applied, if any, are at the discretion of the Head of Learning Area and Associate Principal.

Breach of Examination Rules

- Collusion between candidates will result in cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.
- Possession of unauthorised materials in the examination room will result in cancellation of all or part of a candidate's paper where unauthorised materials are relevant to the subject being examined.

- Markings on authorised materials in the examination room will result in cancellation of whole or part of a candidate’s paper where markings on authorised materials are relevant to the subject being examined.

1.12 Students with Special Needs

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 HoLA responsible for the course.

These adjustments will be consistent with those described in the Authority’s Guidelines for disability adjustments and in accordance with School Curriculum and Standards Authority WACE Manual procedures.

Students in Lower School with special needs can apply for special examination/assessment arrangements. Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings. Any queries should be directed to the relevant Associate Principal.

1.13 Reporting

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student in a timely manner. Parents will be informed about a student’s progress regularly. Students and parents/guardians will be informed when it is identified that the student is at risk in a subject.

Final grades for all subjects are submitted to the Curriculum and Standards Authority.

A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student can progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

1.14 Assessment Review Procedures

If a decision regarding an assessment task is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If the decision is still not acceptable to the student, the student may then take his/her concerns to the HoLA for review.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline/s does/do not meet the syllabus requirement
- the assessment procedures used do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and will prepare a written report. This report will be provided to the student and their parent/guardian. Senior School students are also able to appeal to SCSA following this step.

1.15 Senior School Students – Failure to Meet Course Requirements

Students are required to achieve a minimum of eight C grades across their Year 11 units and be on track to complete their VET certificate courses, to qualify for automatic promotion to Year 12. If students are on track to complete their VET certificates the number of C grades is reduced. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Associate Principal or the Year Manager.

Students may be required to:

- repeat Year 11.
- make changes to their course selections for Year 12.
- engage in alternative pathway, such as enrolling with a State Training Provider or employment.

Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student.

Explanatory Notes

1. An assessment task is any task for which marks are awarded, including tests and exams.
2. 'Attempted' means that some part of the task must be submitted or observed by the teacher.
3. 'Valid' means that assessments are based on actual ideas, processes, products and values expected of each student.
4. 'Explicit' means that assessment criteria area developed so that the basis for judgements is clear and public.
5. The school uses the SCSA Sickness and Misadventure guidelines to determine the validity of claims for special provisions for students who have missed an assessment.

2. Document Control

Owner: Created: Modified: Approved: Next Review: Policy Location:	Associate Principal 22 November 2023 March 2025 S:\AdminShared\Administration Staff\100 Administration\109 Policy\GILMORE POLICIES	Implementation and Review: The Associate Principal is responsible to the College Executive for the continuous monitoring and review of the Whole School Assessment Policy
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