

RATIONALE

Salvado Catholic College is committed to providing the highest quality teaching and learning programs for its students. The approaches to teaching and learning at Salvado Catholic College aim to nourish the learning journey of each individual child in a safe environment to help them reach their full potential as engaged learners, developing the skills to work collaboratively and be lifelong learners. Assessment of student learning is an integral part of the teaching and learning cycle at Salvado Catholic College.

PROCEDURES

Salvado Catholic College implements the Pre-Primary to Year 10 Western Australian Curriculum in accordance with:

- the Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting
- the Principles of Learning, Teaching and Assessment detailed within the Outline.

These Guidelines apply to assessment in all learning areas where the Western Australian Curriculum is taught.

DEFINITIONS

Different forms of assessment have different purposes. Assessment of student learning (summative assessment) involves assessment procedures that aim to determine students' learning at a particular time. Assessment for learning (formative assessment) involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. (*School Curriculum and Standards Authority, 2016*)

Assessment: is the process of gathering information about students and their learning, and using the data gathered to make judgements about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning. (*School Curriculum and Standards Authority, 2016*)

Reporting: is the process of formally and informally communicating student achievement to parents, carers and students. (*School Curriculum and Standards Authority, 2016*)

PRINCIPLES

Assessment at Salvado Catholic College is ongoing, fair and educative, and occurs in a variety of forms. The assessment of student learning is used to inform whole school curriculum planning, including approaches to literacy and numeracy instruction.

Assessment of student learning is based on the following principles:

- assessment is carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning. Valid and ongoing assessment enables teachers to plan programs that challenge students to go beyond what they already know, understand and can do.
- assessment provides feedback that assists students in learning and informs teacher planning.
- assessment is comprehensive and balanced across various domains of learning. It also provides opportunities for students to learn to assess and evaluate their own learning in a way that further extends that learning.
- assessment takes into account the diverse needs of students and their varied learning styles. It is based on the integration of a range of types and sources of evidence.

- assessment leads to both informative and informed reporting. Teachers provide an accurate summary of the formative and summative assessment information collected for each student in their care based on judgements of student achievement that are sound and reliable.
- assessment leads to school-wide evaluation processes. Assessment assists teachers and school leaders to understand current and past student achievement levels, to be explicit about targets for improvement and to be explicit about how progress towards those targets will be monitored.

GUIDELINES

1. Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be possibly 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each learning area, or context within a learning area, that a student is studying which contains all completed written assessment tasks. To assist students, subject teachers at the College may establish an assessment file for each student for their course/program.

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular course
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- administer national/statewide assessments and use data to inform judgements on student progress and teaching and learning.
- engage in professional learning and make use of School Curriculum and Standards Authority Judging Standards.

Where adjustments are made to the assessment schedule students should have ample prior notice.

The parent/carer is responsible for:

- checking assessment procedures
- contacting the classroom teacher about concerns
- monitoring the completion of Out – of – Class assessments
- providing evidence of the absence when their child is absent from an assessment or test (see *Section 11*).

3. Information provided to students

Teachers will provide access to the following documents early in the academic year:

- a course outline for the learning area/subject that shows:
 - all the content from the syllabus in the sequence in which it will be taught (**Note:** Teacher's will provide an overview of the sequence at the commencement of each term)
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the course that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - the assessment type
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task

Note: students without internet access at home can request a hard copy of these documents from their teacher.

4. Assessing student achievement

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the judging standards.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the Head of Middle School. (See *Section 9* for further information on students with disability).

5. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others without academic referencing.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Middle School. As part of this process, the student and the parent/carer will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

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

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

6. Security of assessment tasks

Where there is more than one class studying the same subject at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question and answer papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

7. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, subject teachers at the College may establish an assessment file for each student for their course/program. The file holds all the student's marked written assessment tasks. The College will, where necessary, retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades for the Semester 1 and Semester 2 Reports.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to major tests that require students to have access to their assessments for revision purposes. Students are required to return the file to the teacher following the completion of each major assessment. 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.

The College will not use the materials for any other purposes without the written permission of the student.

8. Modification of the assessment outline

If circumstances change during the teaching of a course, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

Where a disability, special education need or cultural belief have resulted in the inability of a student to complete one or more assessment tasks, where possible, the assessment outline will be modified and provided to the student and parent/carer.

9. Students with disability

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 Head of Middle School. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

10. Completion of a course

A grade (A, B, C, D or E) is assigned for each course completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carer must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see *Section 11 for details*).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see *Section 11 for details*), the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will advise the student and the parent/carer of the possible impact of the penalty on the student's grade.

Where an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see *Section 11 for details*), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 20% reduction in the mark (if submitted two school days late), **or**
- a mark of zero (if submitted more than three school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see *Section 11 for details*), the student will have a reduction of 20% applied to their score for the assessment. The assessment will still need to be submitted.

11. Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College.

For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/carer must:

- contact the College before 9:30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide a letter of explanation, and/or a medical certificate when requested by the College immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and the student will receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Method).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays).

In exceptional circumstances, the parent/carer may negotiate the development of an individual education plan with the Head of Middle School. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

12. Reporting student achievement

The College will provide plain language reports to parents/carers at the end of each semester which:

- (a) are readily understandable to those responsible for the student
- (b) give an accurate and objective assessment of the student's progress and achievement
- (c) include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*
- (d) include, for subjects studied, an assessment of the student's achievement:

- (i) in terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian achievement standards, and
 - (ii) in relation to the performance of the student's peer group
- (e) include information about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- (f) includes additional information in the form of a comment by the Pastoral Care Group Teacher at least once per annum.

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.

Mid-year reporting

The achievement standards articulated in the *Outline* describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement **at that point in time** are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum.

For students with disability or for whom English is an additional language/dialect, additional reporting on their progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the *EAL/D Progress Map* when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

13. Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a course, then they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/carer should approach the Head of Middle School.

The student or their parent/carer 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:

- the assessment procedures used do not conform with the College's Middle School Assessment and Reporting Guidelines
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

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/carer.

Originally Released	Date for Next Review
2021	2022