

## ACADEMIC ASSESSMENT

---

*This Policy and Procedure is in compliance with National Code Part D, Standard 10*

---

### Policy

It is acknowledged that academic assessments can vary from school to school and that each school's policy, subject to meeting appropriate standards, will supersede this policy.

To give specific effect to these policies and procedures the International Student Director and school Principal or their delegates and invitees will meet each term to discuss and coordinate specific actions identified, if any, relating to individual students. Such meetings may be called on an individual basis as required.

Assessment of student achievement in all courses must be underpinned by the principles of fairness and validity, and must be educative, explicit and comprehensive. All assessment tasks need to have the characteristics of reliability, relevance and discrimination.

Assessment assists all parties in:

- Monitoring the progress of students and diagnosing any learning difficulties
- Providing feedback to students on how they are progressing and how they may improve their performance
- Providing intervention strategies for students who are not making satisfactory progress
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- Developing subsequent teaching and learning programs
- Reporting student progress and achievement to parents (and to DIBP, by SGIS, when necessary in the case of international students)
- Whole-school and system planning, reporting and accountability procedures.

### Procedures

Post-compulsory student assessment has guidelines set by the School Curriculum and Standards Authority (refer WACE Manual 2013 – Section 3). Adherence to these guidelines is mandatory. A course outline (including task deadlines) and an assessment schedule must be provided to students at the commencement of the learning program.

### Staff Responsibilities

It is the responsibility of teachers to:

- develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines (Years 11 and 12) or meets the educational requirements (Curriculum Framework) for students in Years 7 to 10;
- provide all students with a course outline and an assessment schedule at the commencement of the subject;
- explain to students what constitutes “satisfactory progress” in the subject/course;
- ensure that assessments are fair, valid and reliable;

- 
- maintain accurate records of students' assessment marks and their areas of weakness or lack of understanding;
  - meet School, and external, time-frames for assessment feedback and reporting;
  - regularly inform students and parents of academic progress or lack of it; and
  - provide intervention strategies where necessary to avoid non-satisfactory progress by any student.

### **Student Responsibilities**

It is each student's responsibility to:

- complete the prescribed work requirements in each course by the due date;
- maintain a folio of evidence for each course studied and to make it available whenever it is required;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment before the due date of submission where possible;
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk); and
- complete all assessment tasks described in the assessment schedule.

### **Absence From Class/Missed Assessments**

#### **a) General**

If a student is absent from class, his/her ability to achieve to his/her potential is immediately diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a course. **Potential achievement cannot be considered.**

#### **b) Specially Scheduled Assessment Tasks**

Absence from a specially-scheduled assessment task (including tests and examinations) can only be explained by a medical certificate. A letter or telephone call from parent *may* be acceptable **in exceptional circumstances only.**

Where possible, satisfactory explanation of the absence will enable the student to complete that assessment task, or a similar task, and gain credit. Where possible, advance notification of absence is required. In cases where a student is unable to attend school to complete a specially-scheduled assessment task, and where appropriate supervision can be provided and assured, the student **may** be given permission to complete that task in an alternative venue. In this case, **the student will be expected to sit the assessment at the earliest possible opportunity** but a mark will not be allocated until a note/medical certificate is presented.

When a planned absence is due to a School commitment (*sport, drama, excursion on the school calendar, etc.*), the student must negotiate any such extension, **in advance**, through the International Academic Director, who will discuss the matter with the appropriate Head of Department. If the extension is granted, **the student is then responsible** for informing his/her classroom teacher, parents and TAG teacher **in writing** of their expected absence.

In cases where there is **no satisfactory explanation** of an absence from a specially-scheduled assessment task, the student will receive a reduced mark for the assessment having taken the assessment later than the other students. The student and parent/guardian will be informed and the school will use its discretion in determining the appropriate strategy to address the issue.

---

**c) Prolonged Absence**

Where a student is unable to attend school for a lengthy period due to injury or illness, the School will do its best to provide support to the student's learning program.

**Changing a Course**

- a) Generally, changing courses after the first three weeks of any term places the student at risk of not being in a position of completing the full course requirements. The School will only consider a course change in exceptional circumstances, if it is feasible, and the changes must have parental support. Course changes must be negotiated through the Director of International programs, who will discuss the matter with the Head of Department.
- b) Where a student joins the School during a school year, credit for the completion of work done at the same course level will be given if the student and/or previous school is able to provide appropriate evidence of such.

**Penalties for Non-Submission/Non-Completion of Assessments**

**a) General**

**It is a student's responsibility to submit/undertake set assessments by the published deadline.** A course overview, including deadlines for submission of evidence, is provided to each student at the commencement of the course. Due dates are clearly outlined and strictly implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised.

The student's parents/carers, the TAG teacher, the Head of Department and the International Academic Director will be notified in each case where work is late or a student does not submit an assessment on the specified date, thereby establishing concern for the student's progress.

- 1. A grade of A, B, C, D, E or U for Unfinished (*in special circumstances only*), will be awarded according to a combination of class work and examination/test marks. Grades will be in accordance with the following mark ranges:

75% and above	A
70 – 74%	B
60 – 69%	C
50 – 59%	D
Below 49%	E

Marks will be allocated to a piece of work according to the Grade Descriptors defined by the School Curriculum and Standards Authority of W.A, or a similar assessment rubric, where available.

2. Work submitted after the due date and/or time will incur the following penalties:

	Upper School (Years 11-12)	Middle School (Years 7-10)
One day late	deduction of 10% of the maximum possible marks	deduction of 5% of the maximum possible marks
Two days late	deduction of 20% of the maximum possible marks	deduction of 10% of the maximum possible marks
Three days late	deduction of 30% of the maximum possible marks	deduction of 15% of maximum possible marks
Four days late	deduction of 40% of the maximum possible marks	deduction of 20% of the maximum possible marks
Five days late	deduction of 50% of the maximum possible marks	deduction of 25% of the maximum possible marks

3. After five days, without a medical certificate or an approved note from parents, students will meet with the TAG Teacher for a maximum of one hour per day until such time that the assessment is submitted. A deduction of 50% of the maximum possible mark will apply. This will be noted in the records.

**b) Extensions**

Extensions may be granted at the discretion of a teacher in cases of illness or significant personal problems. If a student does not apply for, or receive, an extension then the consequences will be the same as for missed work when there is no satisfactory explanation of an absence.

**c) Non-Completion/Submission Consequences**

Where a student repeatedly fails to submit/attend assessments on/by the specified date and/or time, more severe consequences will apply. These will be determined on a case by case basis by the International Academic Director in consultation with the Head of Department.

**Cheating, Collusion and Plagiarism**

Students who are found to have cheated, colluded or plagiarized any assessed work, including examinations, will not have that work accepted as valid evidence of their achievement and will receive 0%. At the discretion of the Deputy Principal, in consultation with the Head of Department, an alternate assessment **may** be given within a limited time frame which the student will complete under supervision outside school hours (*e.g. at after-school study session*).

[Collusion is when a student submits work for assessment that is not his or her own (with or without the knowledge of the person(s) from whom they have copied). Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (*work that is essentially copied*)].

**Examinations/Tests**

Students must attend all scheduled examinations. In exceptional circumstances, special alternative arrangements may be negotiated through the Principal prior to the examination date. Participating in a family holiday is not considered to be an exceptional circumstance.

---

When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

### **Students Requiring Special Consideration**

The School will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority guidelines. Cases requiring special consideration need to be coordinated through the ASAC International Advisory Committee, which consists of the school Principal, the Director, International Programs, the Risk and Compliance Manager as well as other nominated ASC and school personnel.

### **Additional Opportunity to Complete a Task**

Wherever possible, students will be given the opportunity to show growth in their achievement throughout a calendar year through the completion of similar assessment tasks set for the subsequent course (*i.e. acceleration of study program*). The student must apply for this consideration through the Head of Department.

### **Feedback and Reporting**

Students will be kept informed of their progress throughout their studies. Teachers will assess completed tasks, and provide feedback to the student within a reasonable time-frame (usually within one to two weeks, unless special circumstances apply).

Parents will be informed about a student's progress regularly throughout the academic year through communication with the TAG/Pastoral Care teacher, subject teachers, written reports, and scheduled Parent-Teacher Interviews.

Students and parents/carers will be informed when a student is identified as being at risk of:

- not achieving their potential;
- possibly not achieving a passing grade; and/or
- not completing the course requirements.

Students, who are so identified, will be advised on intervention strategies that will assist them in minimizing, or eliminating, their risk of non-achievement.

Course marks and grades for the year are submitted to the School Curriculum and Standards Authority for students studying in Years 11 and 12.

<b>Authority:</b>	<b>Director of International Programs</b>
<b>Reviewed:</b>	<b>July 2016</b>
<b>Approved:</b>	<b>Director of International Programs</b>