

EXAMINATIONS AND TESTS

This Policy and Procedure is in compliance with National Code Part D, Standard 9 and 10; and Section 13 of the ESPRA Act

Policy

To give specific effect to these policies and procedures the Director of International Programs of the Anglican Schools Commission (ASC International) and the Principal of “the school”, 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.

ASC International students in Years 10, 11 and 12 (including WAUFP), where education delivery is outsourced to “the school”, are expected to undertake formal examinations with Year 10 students being examined in only the four **core** subject areas of English, Humanities, Mathematics, and Science. Students in Years 7 to 9 will progressively demonstrate their understandings through a series of formative assessments and tests. International students, who are undertaking a course in a year that they have previously passed in their home country (Pre-Year/bridging) will be required to take all examinations and tests, but they will not be required to pass these in order to progress to the next year group in which they were initially enrolled. However, teachers should provide as much help as possible to these students to ensure that they are properly prepared (particularly with respect to specific terminology and vocabulary) to experience success in the subject(s) concerned in the ensuing years.

Examinations constitute a formal aspect of the assessment of learning in a subject that has taken place over a specified period of time. While an examination is a summative form of assessment, it should also be used as a diagnostic tool to identify any student misunderstandings and/or misconceptions, and to ensure that future learning is based on a sound understanding of previous learning.

Formal examinations are taken by students at the end of each semester of a year. The examination should provide for students to demonstrate their level of understanding of all the topics taught during the semester. The examination should reflect a balanced profile of the topics at different levels of complexity. Approximately one third of the total marks should be allocated to questions that are straight forward and require only a basic understanding of the concepts learned. Another third of the total marks should be allocated to questions, or parts of questions, that require more than factual recall. The final third of the total marks should be allocated to questions, or parts of questions, that are complex in their applications and require the student to show intellectual aptitude and to demonstrate some creative problem-solving ability in their responses. This balance of questions should allow every student with a basic understanding of the concepts to pass the examination with a mark of between 50% and 65%. Higher ability students will be able to demonstrate their elevated understandings through the more difficult questions enabling them to achieve marks above 65%.

This policy provides the opportunity for:

- Students to have their current knowledge assessed for assurance, or otherwise, that their understanding of the subject matter is sufficient for successful study at the next level of the course.
- Parents to be advised on the most appropriate future educational pathways and choices for their children.
- Teachers to assess the effectiveness of their teaching by analysing the results of the examination.
- Teachers to determine at which point new learning can be commenced without the need to repeat topics that are already well understood.
- Students to accelerate within a course where it is recognised that the student is capable of completing a course in a shorter period of time than initially anticipated.

Where a student's examination/test result is not sufficiently satisfactory, the teacher(s) concerned must find a means of assisting the student to avoid future disadvantage due to their lack of understanding of the previous teaching and learning. It is a teacher's responsibility to ensure that any gaps in conceptual development and understandings are bridged prior to introducing further conceptual learning, which may otherwise become meaningless to the student.

Procedures

Where there is more than one teacher of a subject, they should each contribute suggested questions at each level of difficulty. It should be agreed that the questions cover all topics taught with some emphasis put on topics considered to be more essential than others. One member of the team should construct the examination paper and give a draft copy to each member of the team for their comment and input. Once the final version of the paper is agreed, each member of the team should independently construct a Marking Guide and compare these. If any discrepancies arise, then the team should look to change the wording of the question (unless, of course, an error was made in one of the Marking Guides). This practice ensures that the wording of each question is clearly stated and unambiguous. It also provides independent proof-reading by members of the team.

Once the team of teachers is satisfied with the paper, it should be given to the Head of Department (HOD) for a final proof-read to ensure that the structure, wording of instructions, and required supporting documents (Multiple Choice Question answer grid; formulae sheets, etc.) are provided, making the examination paper complete and accurate. The Head of Department will sign off on the paper, using the Cover Sheet, and submit it and the complete paper to the Administration Team for duplication and secure storage until the scheduled date and time of the examination.

Timelines for the Preparation of Examination Papers

- Ensure that teachers within their Department have decided on topics to be examined (based on planned and actual topics covered) and have communicated this information to students at least **five weeks** before the start of the scheduled examination period.
- The first draft of the paper must be submitted at least **three weeks** before the start of the scheduled examination period. A Cover Sheet, signed by the author of the paper and at least one colleague, who is a teacher of the same subject (where possible), must be attached to the paper.
- Check the paper for topic content (matching the published subject outline); and also will ensure that another teacher of the same subject is satisfied that the structure of the paper complies with the policy in terms of having a balance of questions at varying levels of difficulty or complexity. (This by means of the signed Cover Sheet.)
- Proof-read the paper to ensure that the language and format used is correct in all respects, and that any/all complementary documents are included in the "pack".
- If not satisfied in every respect, return the paper to its author for correction and re-submission.
- Submit the final paper, together with any/all required complementary documents, and the signed Cover Sheet, to the Administration Team at least **two weeks** before the start of the scheduled examination period. He/she must ensure that an electronic copy of the final examination paper and the Marking Guide is stored on the appropriate School drive.
- Keep a record of all papers submitted to ensure that no examination is missed or overlooked.
- An authorised member of the Administration team will proof-read the examination paper, and check for completeness of the documents, as a final check before duplicating the paper, signing the Cover Sheet, and storing the papers in the locked Examination Storage Unit for secure safe-keeping until the day on which the examination is scheduled to be written.

Procedure for Conduct of Examinations

Note: All examination supervisors are required to read the “*the schools Handbooks for written examinations*” before the start of the scheduled examination period.

Main Points

- Collect the examination paper to be written and check the quantity against the list of examination candidates for the subject.
- Check the examination room, in all respects (see pages 4-8 of Handbook), for readiness at least 30 minutes before the scheduled start time of the examination.
- Candidates may enter the room no earlier than 20 minutes before the scheduled start time of the examination. Students who arrive after the first 30 minutes of working time may not be admitted into the examination room.
- Candidates are to sit in allocated places according to the “seating plan” provided. (An A3-sized copy of this should be displayed outside the examination room). (Students with “special consideration” dispensations, such as extra time or allowed to use a lap top, will be seated on the far side of the examination room so that they are not distracted by other students leaving the examination room).
- Only “approved equipment” (see pages 9-12 of Handbook) may be taken into the examination room by the candidate.
- Candidates should be told before the start of the examination that they will not be permitted to leave the room during the examination. In the case of an emergency (illness, etc.) they may leave the room but not during the first or last half-hour of the examination. If they really need to go to the toilet, they will need to sign out and in with the times noted by the examination supervisor.
- Candidates may not have a mobile phone or any non-approved electronic device on their person during the examination. Any student found with a mobile phone or a non-approved electronic device on them during the examination may have marks deducted as per the WACE Guidelines. (Please warn the students of this at the start of the examination). Specified calculators may be used only for mathematics examinations (in the “calculator assumed” section only) – no other calculator is allowed.
- Examinations should commence at ten minutes to the hour to allow for 10 minutes of reading time.
- Student attendance must be noted prior to commencement of the examination.
- Students must have their individual timetable and their ID Card on the desk for the duration of the examination.

Authority:

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Reviewed:

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Approved:

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