



DENMARK SENIOR HIGH SCHOOL

ASSESSMENT AND REPORTING POLICY - 2020

Denmark Senior High School offers students a balanced curriculum across seven learning areas within the Western Australian Curriculum and Western Australian Certificate of Education (WACE). Our vision is for the students at Denmark Senior High School to achieve high academic, vocational and social standards by fully embracing the learning opportunities within a unique educational domain. The aim of the Assessment Policy is to encourage students to engage in the academic rigor that Denmark Senior High School values. The Assessment and Reporting Policy reflects the principles and practice of assessment and reporting set down by the School Curriculum and Standards Authority (SCSA). The Policy is designed to ensure fairness for all students in the assessment process and promote a responsible work ethic in which students are accountable for their own achievement. The School will provide students with a number of opportunities to complete assessment work and if the student chooses not to make the most of these opportunities they will be at risk of not achieving their full academic potential.

The Pre-Primary to Year 10 Teaching, Assessing & Reporting Policy and the WACE Manual forms the basis of this policy.

Teachers make judgments about student achievement using a variety of assessment tools including marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance in delivering monologues, working in groups or debating. Academic achievement is reported in grades from A – E where:

- A = Excellent Achievement
- B = High Achievement
- C = Satisfactory Achievement
- D = Limited Achievement
- E = Very Low Achievement

Informal Reporting

Teachers make judgments about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

- information sheets explaining performance on tests or Common Assessment Tasks
- comments on student work
- comments in Compass
- notes and letters home, phone calls
- Letters of Concern and Commendation

Interim Reports

Interim Reports are sent home to parents at the end of Term 1, however, parents are encouraged to contact individual teachers at any time to discuss their child's transition to high school or Senior School. Parent Evenings are advertised through the school newsletter and website. At any stage of the year, a parent can request an informal progress report through the Year Coordinator.

Formal Reports

Teachers will report to parents formally each semester using grades. These are standardised reports identical for every school reflecting the Department of Education priority of a common approach to reporting.

Student academic achievement is reported in grades from A-E in the learning areas studied as well as students' attitude, behaviour and effort. The report also has provision for teacher comment.

*NB Year 11 and Year 12 students are largely enrolled in Year long courses this means that the mark and grade will not be finalised until after the completion of Semester 2. In this case, a progressive mark and grade are reported at the end of Semester 1.

In addition, Year 7 and Year 9 students are issued with a separate report giving important information on their performance in the National Literacy and Numeracy tests (NAPLAN). These tests are Reading, Language Conventions, Writing and Numeracy.

Authenticity of work Years 7-12

All work submitted for school assessment must be the students own work. Any material that is included that is not the students own must be acknowledged appropriately.

Any activity that enables a student to gain an unfair advantage over other students in a school assessment task will be penalised in accordance with the school's assessment policy. Unacceptable activities include but are not limited to:

- copying someone's work in part or in whole and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person such as a parent, tutor or subject expert has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (oral, performance, production, portfolio submission) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable them to have an unfair advantage over other students.

Students must not cheat (i.e.; engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Department. As part of this process, the student will be provided with the right of reply.

Note: Where a student permits others to copy their work they will also be penalised. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties may apply:

- a mark of zero for the whole assessment task **or**
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised **or**
- the opportunity to re-sit/submit under revised conditions

Note: The parent/guardian will then be informed of the penalty and any further disciplinary action.

Acceptable reasons for non-submission or non-completion Years 7-12

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

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

In such cases the parent/guardian must:

- contact the school on the day **and**
- provide either a medical certificate or a letter of explanation immediately when the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion 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**
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade) **or**
- decide on an alternative assessment task if, in the opinion of the teacher, the assessment is no longer valid **or**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays during the term are not considered a valid reason for non-completion, non-submission or non-attendance. In exceptional circumstances, the parent/guardian may negotiate with the Year Coordinator for the development of an Individual Education Plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for the particular course unit.

Awards

- Subject Specific Awards – Awarded to the top student in each Learning Area/subject students at Awards Night.
- Certificate of Excellence and certificates of Merit are awarded after each reporting period
- Diligence Awards are awarded to students who has demonstrated commitment and focus to achieve their potential each semester
- Attendance Awards for students maintaining exemplary attendance records

Assessment and Reporting Years 7 - 10

Responsibilities

It is a student's responsibility to:

- be aware of the grades they have achieved and plan to improve these grades, with teacher guidance
- maintain a good record of attendance, behaviour and progress
- initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment
- complete class work, homework, tests and assessment tasks
- submit authentic work that is their own work and acknowledge sources of information

It is a teacher's responsibility to:

- develop a learning program consistent with the outcomes of the Western Australian Curriculum
- provide students with a subject overview and details of assessment
- ensure that assessments are fair, valid and reliable
- maintain accurate records of student achievement and assessment
- inform students and parents of academic progress on a regular basis
- advise parents via Letters of Concern, Compass or similar if a student's performance is lower than expected
- observe the 'Assessment and Interruption Free' period prior to exams
- ensure if they wish to keep any assessed work that students are provided with a copy to keep in their files for feedback and revision

It is a parent's responsibility to:

- provide information about students with physical impairment / learning difficulties to the Principal/Deputy Principal on enrolment so that a student's special needs can be discussed to ensure that the school can provide the most appropriate program
- keep the school up-to-date with information about a student's learning strengths and weaknesses
- contact classroom teachers if concerned about a particular subject
- contact the Year Coordinator, Student Services PC, HOLA or Deputy Principal as soon as possible if they are aware of a problem with their child, either academic, social or emotional. Early identification is vital particularly where students are diagnosed with a learning disability or difficulty
- Make appointments with teachers for parent nights and at other times as needed

For some students, the school will develop an individualised report based upon a student's individual education plan in consultation with the parents.

Examinations Year 10

Written examinations will be conducted for Year 10 students in Term 2 and Term 4. These examinations will assess skills and knowledge in English, Mathematics, Science and Humanities and Social Science. The purpose of these exams is to provide experience in exam preparation and working under timed conditions prior to entering Year 11 and in some instances, as an indicator of suitability to undertake certain courses in Year 11.

Assessment and Reporting Years 11 - 12

Responsibilities

Assessment guidelines for students in Years 11 and 12 are set by the SCSA. All information regarding assessments is provided to students as they begin their courses and is available on Compass.

All students are enrolled in SCSA accredited courses. Some students may also be gaining credit for the Western Australian Certificate of Education (WACE) by undertaking Vocational Education and Training (VET) programs. This policy covers the assessment of all SCSA accredited courses. The VET programs are undertaken at and assessed by the Department of Training or a Registered Training Organisation.

It is the student's responsibility to:

- complete all course requirements by the due date. Students will be notified of any amendments to the assessment schedule
- maintain a file for all assessments and exams which must be kept and made available if required for moderation purposes by the SCSA
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not completing the course unit requirements)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks and other issues pertaining to assessment
- complete class work, homework and revision tasks which may or may not be formally assessed but are essential to the teaching and learning program

It is the teacher's responsibility to:

- develop a teaching / learning program that meets the syllabus requirements
- provide students with a course outline and an assessment outline at the start of the course
- ensure that assessments are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate
- observe the 'Assessment and Interruption Free' period prior to exams

It is a parent's responsibility to:

- provide information to the Deputy Principal at the point of enrolment about students with physical impairment / learning difficulties so that the student's special needs can be discussed and record the most appropriate program provided.
- support their child to maintain a good record of attendance, particularly in the days leading up to and during assessment periods
- keep the school up-to-date with information about a student's learning strengths and weaknesses
- contact classroom teachers if concerned about a particular subject
- contact the Deputy Principal as soon as possible if they are aware of a problem with their child, either academically, socially or emotionally. Early identification is vital, particularly where students are diagnosed with a learning disability or disorder
- make appointments with teachers for parent nights and at other times as needed

Information provided to students

At the start of every course, the teacher will provide a digital copy of the following to each student:

- the syllabus
- a course unit outline that includes at least the following information:
 - content
 - sequence in which the content will be taught and the approximate time to teach each session
- an assessment outline that includes at least the following information:
 - assessment types
 - weighting for each assessment type
 - weighting for each assessment task
 - a general description of each assessment task
 - a general indication of the content covered by each assessment task
 - an indication of the outcomes covered by each assessment task
 - the approximate timing of assessment tasks
 - no out-of-class assessments will be due, or in-class assessments given in the week preceding the exam block

In each course unit, a number of assessment tasks occur during the semester/year (including in most cases, end of semester exams). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit.

Completion of a course unit

A grade is assigned for each course unit completed (i.e.; if the student completed the school's structured education and assessment program within the given timeframe).

Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Department.

*Note: Where a student is likely to experience difficulty meeting a deadline, they must discuss the matter with the teacher **before** the due date.*

Unless there is a reason that is acceptable to the school, failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment tasks may result in:

- the student receiving a lower grade than expected at the end of the course unit (providing there is sufficient evidence from the assessment tasks which have been completed for the teacher to be able to assess to assign a grade)
- parents will be informed through a Letter of Concern

For any late out-of-class assessment tasks, where the student **does not** provide a reason which is acceptable to the school, the following penalties may apply:

10% reduction in the mark scored per school day up to 5 days.

Failure to submit the assignment within the 5 days will result in a case conference being organised with the student, parents and the teacher to discuss the date by which the assignment will be completed. It is not an option to not to submit a required assignment.

For any missed in-class assessment tasks where the student **does not** provide a reason which is acceptable to the school, students must complete the assessment at the first available opportunity and penalties may apply. In such circumstances the teacher will contact the parent/guardian.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school to provide the school with the details of all completed assessment tasks. The Deputy Principal will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks

The Head of Department will:

- determine how the marks from assessment tasks at the previous school will be used

Note: Where necessary, these marks will be statistically adjusted to ensure that they are on the same scale as those at Denmark Senior High School.

- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be complete to enable a grade to be assigned

Where additional work and/or assessment tasks are necessary, the teacher will develop an Individual Education Plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and a copy provided to the student.

Security of assessment tasks

Where there is more than one class in a course unit, most or all of the assessment task will be the same. In such cases, to ensure that no students are unfairly advantaged, 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 the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised. Where Denmark Senior High School uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by the other school/s.

Examinations

A written examination will be held in all Year 11 and 12, ATAR courses and in Year 12 General courses. The Semester 1 Exams for Year 11 and Year 12 students will begin midway through Term 2. A specific examination timetable will be issued to students at the commencement of Term 2 each Year detailing all relevant dates.

Year 12 Second Semester Exams will commence during Week 10 of Term 3, continue during the second week of the Term 3 holidays and be completed on the first day of Term 4.

Where prescribed by SCSA, oral and performance examinations will also be held during the first week of the Term 3 school holidays.

Second semester Year 11 Exams will be held midway during Term 4 and students will be provided with an Examination Timetable outlining specific dates at the commencement of Term 3 each Year.

Unless there are exceptional circumstances, students who miss an examination shall NOT be permitted to sit the exam at another time and a mark of 0 will be recorded.

Parents/Guardians of a student who cannot attend an examination (or students themselves if they live independently of family) must notify the Deputy Principal *on the day of the examination*. Depending on the reason, a Medical Certificate or other written documentation will be required when the student returns to school.

For further information on Examinations Rules please refer to the link below as all Examinations will be invigilated as per SCSA guidelines.

<https://senior-secondary.scsa.wa.edu.au/assessment/examinations/rules-of-conduct-for-atar-course-examinations>

Assessment and Interruption Free periods for Year 11 and 12 students

In order to reduce some of the pressure on students as they prepare for examinations and to allow quality revision time, the week period before the examination block will be free of excursions, camps, major productions or other events likely to distract students.

The week prior to the exam block is ASSESSMENT FREE. During this week, students are expected to do exam practice, complete portfolio work and complete course revision tasks. The moratorium on assessments will be outlined in the Examination Timetable issued to students for each Examination Period.

- No work is to be collected for formal assessment during this week. NO ASSIGNMENTS are to be scheduled or due for submission in these weeks.

Reporting Achievement

At the completion of Semester 1, students will receive a Denmark Senior High School Report. The report will provide a comment by the teacher for each course unit and the following information:

- an estimated grade for the course unit
- a mark (based on the weighted combination of the marks for the assessment tasks completed in Semester 1, including the Semester 1 exam)
- the mark in the Semester 1 exam

Note: The mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units) therefore, an estimated mark and grade are reported at the end of Semester 1. The Semester 2 examination will cover material for the whole year in line with the external WACE examination structure.

At the end of the year, Year 11 and 12 students will receive a Statement of Results showing:

- a grade for the course units (whole year combined)
- a mark (based on the weighted combination of the marks for all assessment tasks completed during the year including the Semester 1 and 2 exams for those courses with exams).

Note: General units will only have an exam mark in those courses where it is considered appropriate by the Head of Department.

Each grade is based on the student's overall performance for the course unit as judged by reference to a set of pre-determined standards. These standards are defined by **grade descriptors**. The grades awarded will be:

- A Excellent achievement
- B High achievement
- C Satisfactory achievement
- D Limited achievement
- E Very low achievement
- U Incomplete

Denmark Senior High School will inform Year 12 students in writing of results including grades and school marks by a date specified annually by the Authority (usually in late October).

If you believe that the results are incorrect please contact the School or the Authority.

All grades reported are subject to SCSA approval at the end of the year. The parent/guardian will be notified of any changes to that result from the SCSA's review of the student results submitted by Denmark Senior High School.

All grades reported are subject to the School Curriculum and Standards Authority approval at the end of the year. The parent/guardian will be notified of any changes to that result from the School Curriculum and Standards Authority's review of the student results submitted by Denmark Senior High School. For all Year 12 ATAR Courses, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the marks adjustment process are available on the Authority's website at

https://senior-secondary.scsa.wa.edu.au/__data/assets/pdf_file/0007/201949/YOUR-MARKS-2016-2017.pdf

Information about calculating the Australian Tertiary Admission Rank for university entry is available on the TISC website at www.tisc.edu.au

Appeals against School Assessments

If a student believes the grade or numerical assessment which they have been awarded by the school is incorrect, he/she may ask the school to review the results.

Students are required to make written application to the Principal within five days requesting a review of the release of results of assessments.

An assessment review does not require the school to re-mark a student's work. It is intended to determine whether:

- the weightings specified by the school in its assessment program conform with SCSA guidelines
- assessment procedures conform with the stated assessment program
- there were no computational or clerical errors in determining the assessment

Please note: A teacher's judgment about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the SCSA assessment guidelines have not been followed, then the student may lodge an appeal with the SCSA. An appeal should be made on the prescribed form available from the school or SCSA and forwarded to SCSA by the nominated date. A fee is payable for each subject named on the application form.

SCSA will request a school to re-determine assessments only if it can be shown that SCSA assessment guidelines were not followed by the school.

Exemption from Particular Classes

Section 72 of the School Education Act 1999 provides for a parent on the grounds of conscientious objection based on personal, philosophical, religious or educational belief to ask an exemption for a child from attendance at classes at which a particular part of a course of study is taught. Requests for an exemption are to be in writing. The school must make reasonable effort to provide alternative means for exempted students to achieve the same outcomes as other students.

Last update: March 2020