



ASSESSMENT AND REPORTING YEARS 7-10 PROCEDURES

Purpose

In the education partnership between students and Peter Moyes Anglican Community School (the School), both share major responsibilities and requirements. Students must be fully aware of the expectations that the School places on them and the School must provide detailed information relevant to its students' progress.

The School is bound by the procedures of the School Curriculum and Standards Authority (SCSA) which administers assessments, including examinations, in order to ensure that they are valid, educative, explicit, fair and comprehensive.

Guidelines

1. The School aims to report the achievement of students to parents/guardians and the School community as appropriate, in the form of Reports to parents, Annual Reports or Reports to the School Council.
2. Student achievement is formally reported to parents/guardians twice a year. Reports outline levels of student achievement across Learning Areas in Years 1 –10, and for WACE courses in Years 11 and 12. Formal reports to students in Years 1 - 12 are detailed in terms of stating Semester and/or Year Grades, a measure of Learning Dispositions and curriculum components. For students in Years 10-12, Marks and Examination results are included, as applicable.
3. Formal Collaborative Learning Conferences involving student, parents and teachers are held annually that offer opportunities for parents/guardians to discuss Reports and student achievement with staff.
4. Parents/Guardians have the opportunity to contact staff between reporting times, as the need arises.
5. Parents/Guardians of students in Years 1 to 12 can view their child's achievement and assessment marks through the SEQTA Portal, the School's learning management system.
6. In Years 7 - 12, students are provided with Course and Assessment Outlines via the Course SEQTA pages. This provides students and parent/guardians with information relating to each assessment item that is used for grading purposes.
7. NAPLAN and OLN reports are provided to parents/guardians via the SEQTA Portal when made available to the School.

8. The School compiles an annual Performance Report which provides analysis of student performance in WACE, NAPLAN and OLNAs available on the School's website. These results are also communicated to parents through a variety of School publications such as Newsletters and Annual Reports.

9. The Principal informs the School Council of students performance and attainment on a regular basis.

The Purpose of Assessment

These Guidelines clarify the processes and responsibilities of the assessment processes within the School. Assessment policies and examination rules and requirements are based on those determined by the School Curriculum and Standards Authority (SCSA), which are as follows:

Valid

The content of courses in Years 7 - 12 is based on syllabus design provided by SCSA. It sets out the mandated curriculum; guiding principles for teaching; learning and assessment; and support for teachers in their assessment and reporting of student achievement. The distribution of marks provides a valid and reliable ranking of candidate achievement in the course based on defined judging standards.

Educative

Performance in SCSA and School courses provide information to students about their achievement which provides information to teachers about standards and assist them with curriculum planning.

Explicit

SCSA assessment tasks, moderation procedures and marking keys are representative of course content and standards.

Fair

Curriculum support materials are available to assist teachers to implement the Western Australian Curriculum and Assessment Outline. The Disability Standards for Education 2005 developed under the Commonwealth Disability Discrimination Act 1992, provides the same rights to candidates with disabilities.

Comprehensive

Curriculum design draws on a range and balance of item types suited to all courses.

The completion of assessments assists teachers, students and their Parents/Guardians to:

- monitor the progress of each student
- provide feedback to students on their progress
- report student achievement to parents/guardians
- adjust current learning programmes
- develop future learning programmes
- plan and maintain whole-school reporting and accountability



Types of Assessments

Assessment is used to monitor student progress and achievement. The three main types of assessment are diagnostic, formative and summative.

Diagnostic assessments are used to identify student strengths and weaknesses. They may be used before or during a learning cycle to assess student learning needs and any gaps in skills, knowledge and understanding.

Formative assessments are used to monitor student progress during a teaching and learning cycle. They can be used to give a student feedback about how well they have performed or what they need to do to improve. They can also help a teacher judge how much students have learnt and whether all students are able to demonstrate their ability.

Summative assessments are used to make a 'final' determination of student achievement. They typically come at the end of teaching and learning cycle. The length of a teaching and learning cycle vary. Summative assessments should enable students to demonstrate their ability.

All students and parents/guardians should note how each type and weighting of assessment contributes to the final result, awarded to the student.

The School shares with students a list of the verbs which provide the focus of a question. These key words are common across all courses, although some terms may have a specific meaning that derives directly from the content and the language of the course. Students are encouraged to review the glossary of key words for accuracy to assist them in obtaining optimum assessment marks.

The following assessment tasks listed below are typical of those that may be incorporated into a course or subject assessment structure at the School:

- In-class validation tests
- Homework and classwork
- Practical tasks, including performances, productions, presentations, demonstrations
- Investigations, projects, extended tasks, essays, reports and exhibitions
- Out-of-class assessments
- End of topic tests
- Semester Examinations
- Externally Set Tasks for General Pathway courses
- Affective factors including attitude, effort and participation.



Deadlines

The dates for all assessments are set within the Assessment Outline and published for each course. These may be varied in discussion with the students if any special need arises and the revised date re-publicised.

No less than seven days' notice of an impending test must be given, and students will be informed of any changes.

Students will not be permitted to re-sit any assessment task once it has been handed in for marking. Teachers may require a piece of unsatisfactory work be repeated if necessary to cover expected outcomes of the course. In some instances, the mark may be adjusted.

For all assessment tasks, students must behave and conduct themselves as expected. These are outlined in the Secondary Assessment and Reporting Policy, unless otherwise specified by the teacher.

Students are expected to complete all set work by the due date, and all out-of-class work must be verified as the own work of the student. Suitable strategies may be used to validate students have completed assessments without unfair assistance by the use of in-class validations and the Turnitin platform.

To authenticate that the student has completed out-of-class assessment tasks without unfair assistance, strategies such as the following may be used:

- teacher monitoring of student progress
- administration of the task in class with open access to reference notes
- validation of student understanding by an in-class assessment task written under test conditions after the submission of an out-of-class component
- requirement of a signed student declaration stating that all unacknowledged work is the student's own.

Authenticity of Work

SCSA states that a student's work must be authentic.

All work submitted for school assessment must be the student's own work. Any material that is included for assessment task that is not the work of the individual student 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 by a student include, but are not limited to:

- Copying someone's work in part, or in whole, and presenting it as their own
- Buying, stealing or borrowing another person's work and presenting it as their 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, the internet or use of Generative Content (AI) without appropriately acknowledging 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
- All the work submitted as part of a Year 12 practical ATAR Course eExamination must be the student's own work. Any material included that is not the work of the individual student must be acknowledged appropriately.

The School's policy includes adherence to the Academic Integrity and Referencing Guide, which is available on the Portal.



Responsibilities

Information Provided to Students

A Course Outline, including task deadlines and Assessment Outlines must be provided to students at the start of the learning programme. Programmes and Outlines that are adjusted or changed during the course of a term or semester must be communicated to students and their parents/guardians.

Copies of Course and Assessment Outlines are provided to all students and located on SEQTA. They allow students and their parents/guardians to access these important documents both at School and home.

Teachers will provide the following programme information at the start of the School year or semester:

- the School Assessment Policy
- the Course Outline, including the content, sequence and timing of content
- the Assessment Outline.

An Assessment Outline must include the following assessment information in the course, with provision for those students who need adjustments due to their identified learning diversity needs:

- the type/format
- the weighting
- the description of the task and required length
- an indication of the content covered
- outcomes or syllabus points
- approximate timing in terms of which week in the semester or year.

In each Course, assessment tasks occur during the semester or year, including examinations. Most tasks are completed in-class. Tasks completed out-of-class must provide evidence that it is the student's own work. In most cases, students will be required to complete a validation in-class task to acknowledge the efficacy of each student's out of class preparatory work.

Each assessment provides required evidence of student achievement and progress, the combination of which is used by the teacher to assign a Grade at the completion of the course. Teachers will provide Assessment feedback on the student's SEQTA, with guidance about how best to undertake future tasks.

The Course requirements for each assessment task will be clearly described in writing; specifically, what the student needs to do, often indicating the steps involved for extend tasks. Where appropriate, the criteria against which the task will be marked or rated will also be provided, usually on SEQTA.

Teachers will notify students with sufficient time of Assessment Outline changes for effective preparation. It is a teacher's responsibility to manage the Assessment Outline. It is the student's



responsibility to provide evidence of achievement by the published timeline. Parents/Guardians will be notified in cases where concern for their child's progress emerges.

Teachers will inform parents/guardians in the event that their child does not complete an Assessment as required through written or verbal contact.

Procedures

1. All students must adhere to the Reporting and Assessment Policy.
2. The Reporting and Assessment Policy is communicated to students and parents/guardians at the beginning of each year.
3. Teachers have the responsibility to ensure that each assessment is administered in accordance with the Reporting and Assessment Policy.
4. Parents have the responsibility to ensure that they meet the requirements of communicating with the School as set out in the Reporting and Assessment Policy.
5. Students have the responsibility for ensuring their work is authentic, as proclaimed by the School Standards and Curriculum Authority.

Years 7 to 10 Assessment Procedures

The School's Reporting and Assessment Policy conforms to SCSA guidelines. The Years 7 – 10 Assessment Procedures refer to any type of School Assessment for Years 7-10.

Responsibility of the Student

The student must maintain a good record of attendance, conduct and progress. A student who is absent from a class for more than five lessons per term is considered to be "at risk" of not achieving their best possible result for their course. If a student is 'at risk', an Academic Action Plan may be implemented.

A student who foresees an absence on the due date of an out of class assessment must inform their Course Teacher immediately to allow for the student to submit the assessment, either prior to, or by the due date under the direction of their Head of Department. Only approved absences from in-class assessments will be provided alternative days for completion.



Responsibility of the Parent/Guardian

Parents/Guardians should email the Course Teacher before 8.00am on the day that an Assessment is due for which their child will be absent.

Notice of a child's foreseeable absence should be emailed to the Course Teacher and Secondary Reception with the reason of the absence. It is the parent/guardian's responsibility to seek prior approval should special allowances be requested and considered. Special allowances are directed to the Head of Secondary School.

Parents/Guardians should provide the Course Teacher a relevant medical certificate or a letter of explanation, which is acceptable to the School, on their child's return to School.

Parents/Guardians should also provide written notification to their child's tutor. These notifications can be given or emailed to the Secondary Reception.

Assessment Policy Penalties

Students must not engage in a dishonest act to gain an unfair advantage by cheating, colluding or plagiarising content. The following penalties will be applied in the situation where a student is deemed to have cheated, colluded or plagiarised in an assessment, or if the student has submitted an assessment after the date for which it was due.

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/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

Late Submission of Assessments

Late submission of an Assessment task, without a reason acceptable to the School, will see the following penalties apply to the total mark of the Assessment:

- 10% reduction in the mark, if submitted one school day late **or**
- 20% reduction in the mark, if submitted two school days late **or**
- 30% reduction in the mark, if submitted three school days late **or**
- a mark of zero after three school days late **or**
- a mark of zero if not submitted.



Student Absence on an Assessment Day

Absence for an Out-of-Class Assessment:

Evidence of the work may be submitted electronically or delivered to the course teacher by the due date. If unable to do so, the work will be submitted on the day a student returns to school. Communication is expected from the parent/guardian acknowledging a valid reason for the absence. A valid reason will not incur any penalties.

Absence for an In-Class Assessment:

Where an In-Class Assessment task is missed **without** an acceptable reason, the student will receive a mark of zero.

If the absence is approved, the Course teacher in consultation with the Head of Department will provide alternative arrangements. These may include completion of the original task, completion of the task as a learning experience and not marked, or completion of an alternative task. This will be communicated to both student and parent/guardian. The decision will be based on the assessment type. Eg. in-class practical assessment, in-class spoken assessment, or in-class written assessment

Extensions:

Students may request an extension for submitting work, or sitting an in-class assessment, however these will only be granted in exceptional circumstances. Teachers will make their judgement in consultation with the Head of Department.

An extension request must be submitted to the Course teacher a minimum of 3 days prior to the assessment date.

Online Literacy and Numeracy Standard

The Online Literacy and Numeracy standard (OLNA) is an online assessment. It is designed to enable students to successfully meet the WACE requirement of demonstrating the minimum standard of literacy and numeracy.

There are three tests to be completed: Writing, Reading and Numeracy. To successfully meet the OLNA requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy.

Students who have achieved a prescribed level in NAPLAN in Year 9 in any of their three components of reading, writing and numeracy are acknowledged as having demonstrated proficiency in using a range of skills in that component and will not be required to sit the corresponding OLNA test.



The reading and numeracy tests each comprise 45 multiple-choice questions. Students have 50 minutes to complete each of these tests. The writing test is a typed response of up to 600 words. Students have 60 minutes to complete the writing test.

Testing Windows for the OLNAs occur twice a year for students in Years 10, 11 and 12. Post-Year 12 students can apply to sit the test for each component in which they have not demonstrated the standard.

A variety of adjustments for students with disabilities are available, such as a pause function and extra time.

Further information regarding OLNAs can be found on the SCSA website at: <https://k10outline.scsa.wa.edu.au/home/assessment/testing/olna>

Related Documents

Academic Integrity and Referencing Guide
Examination Rules and Responsibilities
Review of Student Learning
Assessment and Reporting Policy
School Curriculum Evaluation

Related Links

[School Curriculum and Standards Authority \(SCSA\)](#)
[Disability Adjustment Guidelines](#)
[SCSA Student Portal](#)
[SCSA Student Portal Help](#)
[OLNA](#)
[Your Guide to the WASSA WACE and ATAR](#)

