



RATIONALE

The following principles underpin assessment in all courses:

- assessment tasks provide accurate and valid information about the knowledge, skills and understandings expected of students
- assessment makes a positive contribution to students' learning
- assessment procedures and marking keys are explicit and provide a clear basis for judgements
- assessment is demonstrably fair to all students and does not discriminate on grounds such as disability and ethnicity
- judgements about students' progress and achievement are based on multiple assessment tasks of various types
- timely assessment feedback directs students to areas of weakness and strength in order to improve.

APPLICATION

Assessment procedures must therefore be valid, educative, explicit, fair and comprehensive.

In addition, all tasks should have the following characteristics.

- they are consistent, accurate and can be used by different groups of students to produce assessment information (reliable)
- they have the capacity to differentiate between student achievements (discrimination)
- they are consistent with the content and assessment requirements of the syllabus (relevance)

POLICY

1. Student Responsibilities

Students are required to take responsibility for familiarising themselves with the Ursula Frayne Catholic College's Assessment Policy. In addition, it is the student's responsibility to:

- 1.1 complete the prescribed work requirements by providing evidence of achievement for each course by the due date
- 1.2 complete all assessment tasks described in the assessment outlines
- 1.3 maintain a folio of evidence for each course studied and to make it available whenever it is required
- 1.4 maintain a good record of attendance, conduct and progress (a student who is absent for five days or more per term is deemed to be at risk)
- 1.5 contact the relevant teacher regarding missed assessments, extension requests and other issues pertaining to assessment
- 1.6 on returning to school after missing a class assessment:
 - complete a Sickness/Misadventure Form online (<https://www.ufcc.wa.edu.au/forms/sickness-or-misadventure-form/>)
 - make contact with the LAC and their teacher immediately to advise
 - ask the LAC and teacher if they can sit the assessment late (or hand in the work late). The decision may be that the student can sit the in-class assessment if it is considered that the information in the assessment has not been compromised. In which case the student may sit the in-class assessment.
 - If the Sickness/Misadventure form indicates that there is a satisfactory explanation for the missed assessment or

that there was a significant interruption to the assessment preparation time, then the mark will be standardised i.e. student will be given a result with maintains their ranking within the class.

2. Staff Responsibilities

It is the responsibility of the teaching staff to:

- 2.1 Develop a teaching/learning program that adheres to current SCSA guidelines
- 2.2 provide students with a copy of and online access to the course outline and expectations at the commencement of the course
- 2.3 provide students with a paper copy of and online access to the assessment outline which includes:
 - the number of tasks
 - a general description of each task
 - an indication of the coverage of the unit of work provided by each task
 - an indication of the coverage of the unit outcomes provided by each task
 - all assessment dates. If an adjustment to an assessment date is necessary, it will be made in close consultation with all students and clearly publicised. Every effort will be made to ensure that no student should have more than two tests and one assignment due on any one day. No assessments should be scheduled in the week prior to examinations, unless agreement is reached between the student and teacher.
 - the weightings of each assessment task
- 2.4 manage the assessment schedule by ensuring that assessments are reliable, are able to differentiate students' performance and are relevant to the course; by maintaining accurate records of student achievement and assessment; and by meeting school and external timeframes for assessment and reporting
- 2.5 inform students and parents of academic progress as appropriate, including three formal reports, meeting with parents at parent-teacher nights and providing feedback.
- 2.6 publish the days and times of planned assessments.

3. Completion of the assessment program for courses and course units

According to the SCSA assessment protocols, the completion of a course requires **all** assessments to be completed. The School may, however, consider that in some circumstances there is a satisfactory explanation for the non-completion of an assessment. Where possible, advance notification of an absence from a scheduled assessment is required.

Please note that if a satisfactory explanation for a missed assessment is not received then the student will receive a score of zero.

School assessments take precedence over personal commitments during school hours. Responsibility for a student covering work missed through an absence must be accepted by the student and their parents.

Teachers will not be expected to provide work or change teaching and learning programs to accommodate students who have taken holidays during school term

3.1 Missed in-class assessments

Where a **satisfactory explanation** of the absence from an in-class assessment has been provided, the mark will be standardised or, if the information on the in-class assessment has not been compromised, the student may be allowed to sit the assessment at an alternative time.

To ensure that students do not continue to miss valuable teaching and learning time, students may be required to sit the missed assessments either before or after school at a time specified by the school.

In Years 11 and 12 a satisfactory explanation for **sickness** requires a medical certificate (completed by a medical practitioner or registered health professional not related to the student) to accompany the Sickness/Misadventure Form.

For **misadventure**, the Sickness/Misadventure Form needs to be completed.

In cases where there is **no satisfactory explanation** of an absence from a scheduled assessment task, the student will be assigned a score of zero. This will impact on the student's grade and may affect the student's ability to successfully complete the course and in Year 11 and 12 and may affect the student's ability to attain the Western Australian Certificate of Education.

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 assign a standardised mark provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test).

3.2 Prolonged Absence and students requiring special consideration

Where a student is unable to attend school for a lengthy period, based on a medical report, the School will endeavour to provide support for the student to complete the assessment program. If sufficient information has been gathered through the completion of a modified assessment program, grades will be assigned on the evidence provided, not on the student's potential to achieve.

The School will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA guidelines.

4. Late and non-submission of portfolio work, assignments etc.

To assist students with the organisation of their work, a course overview, including deadlines for submission of evidence, will be provided to each student at the commencement of the course. Due dates will be clearly outlined and implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised.

Parents/guardians will be notified in cases where concern for a student's progress emerges.

4.1 Late submission – Extensions (assignments, reports, oral presentations etc.)

Extensions may be given in cases of illness or significant personal problems, at the discretion of the subject teacher and LAC. The LAC will request that the student complete a Sickness/Misadventure Form. Without a satisfactory explanation and/or a previously agreed extension date, late submission will incur a penalty of a 20% reduction of the final score for work that is one calendar day late, 40% for two days late and 50% for three days late. Late work

will not be accepted if it is more than three calendar days late and a zero score will be assigned. Computer problems will not generally be accepted as a legitimate reason for an extension.

4.2 Non-submission of work

Where a student is unable to provide acceptable supporting evidence for the failure to submit work, the student will receive a zero score.

5. School examinations

A written examination will be held in all ATAR courses in both Semester 1 and Semester 2. Year 10 Examinations are held in both Semester 1 and 2. Year 9 Examinations are held at the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the School will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the School will determine whether the reason is satisfactory and, if not, satisfactory the student will be given a mark of zero. Holidays taken during the exam period will not be considered an acceptable reason and the student will receive a mark of zero.

In exceptional circumstances special alternative arrangements may be negotiated with the Head of School for missed examinations.

6. 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, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source. This will include AI.
- paraphrased or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course.

As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt 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.

Teachers may use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools like Turnitin and ChatGPT, to check the originality of the work submitted by a student. This information is designed to both support families and ensure that students make the most of every learning opportunity to take on new learning opportunities and embrace the slight discomfort that comes from learning new skills.

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

When sitting examinations/assessments, students must adhere to the regulations that pertain to the examination or test. Regulations will be issued with the examination timetable.

7. Students with disabilities

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 relevant LAC. These adjustments will be consistent with those described in the School Curriculum and Standards Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include, but are not limited to, special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

8. Senior School Transfers

8.1 Between Courses and/or Units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Head of Senior School. A meeting will be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

The deadline for student transfers in Year 11 and Year 12 is Friday of Week 5 in Term 1 as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLNA results are received from SCSA.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

8.2 Between Schools

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the College with evidence of all completed assessment tasks. The Head of Senior School will contact the previous school to confirm:

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

The LAC responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed 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 work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

9. Reporting

Students will be kept informed of their progress throughout their study of a course. Teachers will assess both incomplete and completed tasks and provide feedback to students. Parents will be informed about their child's progress at the end of Terms 1, 2 and 4. In addition, parent-teacher meetings will be held during the year.

Students and parents/guardians will be informed when it is identified that there is a risk of the student:

- not achieving to his/her potential
- not completing the course requirements and/or
- being judged at risk of not achieving the WACE

10. Student Appeals against Assessment

A student may ask for a review of his/her results to determine whether:

- the assessment procedures conform with the syllabus guidelines
- the assessment procedures conform with this assessment policy
- there are any procedural or computational errors

A review must be requested within three school days following the issue of results.

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