



OCEAN REEF
SENIOR HIGH SCHOOL

ASSESSMENT POLICY

YEARS 7 TO 10

Last updated August 2022





Preamble

Accurate and comprehensive assessment of student performance against state-wide standards is used to guide student learning and assist in planning for future learning. The Secondary Curriculum and Standards Authority (The Authority) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

The Authority requires all schools to implement the *Western Australian Curriculum and Assessment Outline* (the *Outline*) to meet the learning needs of all students. The *Outline* sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the Principles of Learning, Teaching and Assessment, expected standards of achievement, and requirements for reporting on student achievement

The purpose and structure of assessment and reporting in accordance with policy is to:

- provide individual students with feedback on their learning;
- use student achievement information to inform planning for future learning programs;
- make judgments of student achievement in relation to expected standards;
- administer prescribed national, State and system assessments to students and distribute the associated reports to parents/carers; and
- communicate with parents/carers about student achievement and progress.

Teachers at Ocean Reef Senior High School (the School) apply the principles of assessment as required by the Department of Education Assessment Policy determined by the Authority and by standards of fairness and equity for all students. Performance criteria and achievement standards for each course are used to judge the level of student achievement for each particular outcome in a task. To read more about how your child will be assessed, the Authority has a website for parents and community: <https://parent.scsa.wa.edu.au/how-will-my-child-be-assessed>.

All Year 7 – 10 students will receive the following information for each subject;

- a course outline;
- an assessment outline that includes task outlines, weightings for tasks and due dates.

These documents are available to students and parents/carers through CONNECT.

1. Student Responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date;
- complete all assessment tasks, including prescribed national, State and system assessments to the best of their ability
- maintain an assessment file, hard copy and/or electronic, and make it available whenever required;
- 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 achieving the best possible result;
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program to deliver the Western Australian curriculum;
- provide students with a course outline and assessment outline for a minimum of a semester's teaching and learning program;
- ensure that all assessment tasks are fair, valid and reliable;
- develop common assessment tasks and participate in moderation as appropriate;



- provide students with timely assessment feedback and guidance. Assessment tasks will be marked, with feedback, and results made available within ten (10) working days of task completion;
- maintain accurate records of student achievement;
- inform students and parents/carers of academic progress, as appropriate;
- meet school and external timelines for assessment and reporting.

3. Information Provided to Students

The teacher will provide students with the following documents:

- a course outline that includes:
 - the content in the sequence in which it will be taught;
 - the approximate time allocated to teach each section of content from the curriculum.
- an assessment outline that includes:
 - the number of tasks to be assessed;
 - the approximate scheduling of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task);
 - the weighting for each assessment task;
 - the weighting for each assessment type, as specified in the assessment outline of the course;
 - a general description of each assessment task;
 - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

4. Assessing Student Achievement

A course includes a range of tasks that are completed in-class and or out-of-class. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks and compares the work to the standards of achievement when assigning a grade. Grade cut-offs may provide a notional indication of the grade achieved and these may vary across learning areas. The expected standard for each year group curriculum is described as 'C' or Satisfactory.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do and an indication of the steps involved to complete a task). Wherever appropriate, the criteria against which the task will be marked will also be provided. Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task brief provided to the students at the commencement of the task.

5. Modification of an Assessment or Assessment Outline

When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the Head of Student Services or Teaching and Learning Coordinator. An Individual Education Plan may be developed, in consultation with the parent/carer, showing any modifications to the assessment outline. When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the HOLA. An Individual Education Plan may be developed, in consultation with the parent/carer, showing any modifications to the assessment outline. When a student's personal circumstances limits their capacity to complete an assessment task, the teacher may vary the assessment task or submission date, subject to evidence provided by the parent/carer and acceptance by the teacher, in consultation with HOLA, of the evidence as cause to modify the task.

If circumstances change during the teaching of a course, requiring the teacher to make adjustments to scheduled assessment tasks, students will be notified and the modified assessment outline will be made available to students and parents/carers through CONNECT.



6. Special Arrangements and Modification to Assessments

In accordance with Department of Education policy, students with disability, impairment or diagnosed medical conditions may be eligible for adjustments to assessments. These adjustments must be arranged prior to the assessment, in consultation with the Teaching and Learning Coordinator, Head of Student Services or HOLA.

All modifications will be consistent with those provided by the Authority. Modifications, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time. Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings. These requests are administered via the Teaching and Learning Coordinator or Head of Student Services.

7. Non-Submission or Non-Completion of an Assessment Task

Absence: A student who has an authorised absence on the day an assessment (written or practical) is being held or an assessment task is due, will not be penalised. However, the student must complete the assessment (at the teacher's discretion) within two classes or submit the assessment task within two school days after their return to school.

All assessments must be completed within seven working days of the original assessment date to be considered in the assessment structure. Where it is not possible to achieve this in the seven days due to authorised absences, students will have the tasks excluded from assessment structure for the course. A medical certificate/evidence (Year 10) or note (Year 7-9) explaining the reason for the student's absence, from the student's parent/carer will be provided to the student's teacher on the day the student returns to school.

If a student is absent from class, the student's ability to achieve to their potential is diminished. Extended periods of absence are likely to result in lower levels of achievement. It is the student's responsibility to maintain a good record of attendance and submit the required assessment tasks.

A student who is absent for five days or more per term is considered to be 'at risk' whether the absence is reasonable or not.

Absence from school on the day that an assessment is due for Year 7 to 9 students will be explained by the parent/guardian providing one of the following:

- a Medical Certificate or medical evidence; or
- a signed note from a parent/carer, on return to school; or
- a telephone call or e-mail from a parent/carer.

Absence from school on the day that an assessment is due, including an examination, for Year 10 students will be explained by the parent/guardian providing:

- a Medical Certificate or medical evidence; and
- a telephone call or e-mail from a parent/carer.

For assessments tasks submitted after the due date, not submitted or not completed during the scheduled time allocation, where the student does not provide a reason which is acceptable to the school, the task will be issued a '0' mark.

If a student has been absent for two assessments in a semester, (including authorised absences), the student will be referred to the HOLA and the teacher will contact a parent/carer as the student may be 'at risk' of not completing the assessment structure.

A school excursion is deemed an authorised absence and any assessments scheduled during an excursion will be rescheduled by the teacher.

Absence due to Holiday: Holidays during school term are not acceptable and are not authorised by the school. Where absence due to holiday results in a student not submitting or completing an assessment, the student



will receive a zero '0' mark. Parents/carers are required to submit details of any planned absence impacting an assessment schedule to the Principal to seek approval. Request forms can be found at <https://www.oceanreef.wa.edu.au/planned-absence>.

Extension: A student may be granted an extension to the due date in extenuating circumstances, as determined by the teacher, in consultation with the HOLA. If a student is having difficulty completing an assessment task, they must discuss this with the teacher before the due date in order to be considered for an extension.

Cheating, Collusion and Plagiarism: The Authority policy require that the teacher is able to verify that a student's work is in fact their own. The teacher may refuse to use some work as evidence for assessment if they are not completely satisfied that it is the student's work. A note from a parent/carers not sufficient evidence that the work is the student's own. Students who have deliberately or intentionally cheated or plagiarised in assessed work or in examinations will receive a score of '0'. If a student submits work that is not his or her own for assessment, they will receive no marks for the copied work. Further, all students involved in the collusion will be penalised. In all cases where cheating, collusion or plagiarism has occurred, the parent/carer will be notified by the teacher.

Non-Submission or Non-Completion: Where health issues or other personal circumstances prevent a student completing an in-class assessment task, the student (or the parent/carer) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. Where the absence is unplanned, the student/parent/carer must provide written documentation to be considered for an adjustment (i.e. medical certificate).

For assessments prepared out-of-class submitted after the due date or not submitted, where the student does not provide evidence which is acceptable to the School, the student will receive a mark of zero '0'. For a missed in-class assessment task, where the student does not provide evidence which is acceptable to the School, they receive a mark of zero '0'.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the School, the student's assessment time/date will, where possible, be modified and a grade assigned.

Practical assessments may be provided on an alternate day due to student absence. It is essential that students are available to complete these assessments on the dates provided.

Where the student provides evidence, which is acceptable to the School for the non-completion or non-submission of an assessment task, the teacher, in consultation with the HOLA, may negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task. An adjusted date is generally within two days of the student's return. The teacher may require a completion of an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential. Alternately, the teacher, in consultation with the HOLA, may redistribute the weighting of the student's marks for other tasks if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed 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 (i.e. family holidays, non-urgent appointment). Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the examination timetable, students will be advised by the school of modifications to the task requirements and/or the assessment outline.

8. Completion of a Subject

A grade is assigned for each completed course. Students complete a course by attending the allocated classes for the course, completing the learning activities and submitting the assessment tasks.

Students are expected to attempt all in-class assessment tasks on the scheduled date and submit all out-of-



class assessment tasks on or before the due date.

9. School Examinations, State and National Assessments

The School models examination rules and processes as published by the Authority.

- When attending examinations, students will adhere to the published specific rules for that examination.
- Infringement or breach of rules will result in a penalty and parent notification.
- Any activity that allows the student to have an unfair advantage over other students is deemed to be unacceptable.
- Students cannot communicate with other students during an examination, national or state assessment.
- Student cannot engage in any behaviour that could disrupt other students and interfere with other student/s.
- Exam supervisors have the right to ask any student who does not meet the requirements of the school, national or state assessment rules to leave the examination room.
- Students should not miss an examination session merely because they do not feel able to do their best.
- Consideration may be given to students suffering from a temporary sickness or misadventure during the examinations. A completed ORSHS Sickness/Misadventure form is provided to the Senior School Associate Principal.
- Supplementary examinations are not set, or examinations times rescheduled.
- Misreading the examination timetable causing a student to miss an examination, or arrive late, is not considered as Sickness/Misadventure. Non-attendance at an examination will result in a mark of zero (0) being allocated.

10. Online Literacy and Numeracy Assessment (OLNA)

In Western Australia the Authority is responsible for setting standards and assessing and certifying student achievement according to those standards. From 2016, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the Western Australian Certificate of Education (WACE), awarded at the completion of Year 12 for achievement of the senior secondary requirements.

There are two ways in which the student can demonstrate the minimum standard: prequalification through Year 9 NAPLAN; or performance on OLNA. There are three assessment components of OLNA; Reading, Writing and Numeracy which are conducted online. Appropriate adjustments are made for students with a diagnosed disability so that all students are able to access and participate in the tests.

OLNA is conducted in March and September each year. Students in Years 10, 11 and 12 will have up to six OLNA opportunities whilst at school (two per year) to demonstrate the minimum standard. Following each round of assessment, the Authority provides the School with access to diagnostic feedback in the form of a list detailing skills and understandings. The School will send the OLNA results to parents/guardians after Round 1 and 2, and will include summary results in the Semester 1 and 2 Reports.

Students, and parents/guardians/carers can access the OLNA practice and example tests for each component. Students can use the practice tests to familiarise themselves with the assessment format and website functionality. Details on accessing the practice and example tests are available at: <https://senior-secondary.scsa.wa.edu.au/assessment/olna/practice-and-example-tests>.

11. The National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. In Western Australia, the Authority is responsible for overseeing the implementation of NAPLAN online in all Western Australian schools. The Authority has been working with all education sectors in Western Australia to support schools.

NAPLAN tests skills that are essential for every child to progress through school and life. With the test results, teachers can tailor each child's education more effectively.

NAPLAN is made up of tests in the four areas of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)



- numeracy.

The assessments are undertaken nationwide, every year, in the second full week in May

NAPLAN Online also enhances the provision for students with disabilities. Adjustments are available to allow them to access and participate in NAPLAN tests

As part of their education, students are taught to be confident and capable with digital technologies. Participating in online assessments is one way they can apply their digital literacy skills. While completing NAPLAN online they will use seven ICT skills, which are aligned to the Western Australian Curriculum.

During the writing test, your child will use their skill in planning and composing text using Word for Windows. Generally, students enjoy writing online and using the editing tools available to them. They are given many opportunities at school to develop and practise this skill.

The best way to support your child is to encourage them to do the best they can. The results of their assessment will help their teacher provide tailored learning for them. Here are some things you can do:

- Tell them that answering questions online will enable them to better show their ability.
- Let them know they will use a device with which they are familiar.
- Show your child how to write and edit using a computer and encourage them to practise using it. Word processing makes it easier to move words around and to replace and delete them.
- Let them know they will be able to go back and change most answers. (Questions that provide an online calculator cannot be changed).

Excessive preparation is not recommended and can place unnecessary stress on your child.

NAPLAN assesses the literacy and numeracy skills your child is already taught in school. Teachers will ensure students are familiar with online assessments while also providing support and guidance.

You can see how the online platform works by using ACARA's public demonstration site⁵. There is a user guide and practice tests for all NAPLAN year levels which feature the different types of test questions that may be in the NAPLAN Online tests.

If you would like more information about NAPLAN in general, visit the NAPLAN website.

All queries about the Year 7-10 Assessment Policy can be discussed with the teacher responsible for the subject's assessment outline.