



ESPERANCE SENIOR HIGH SCHOOL
A PROUD INDEPENDENT PUBLIC SCHOOL

Junior School Assessment Policy

The Assessment Policy will encourage students to take responsibility for their learning and to achieve success. It will allow students to successfully complete the assessment program for each subject.

Assessment procedures must therefore be fair, valid, reliable and inclusive with the primary purpose being to enhance student learning.

Esperance Senior High School Lower School Assessment Policy meets the *School Curriculum and Standards Authority* Assessment and Reporting Policies of explicitness, comprehensiveness and fairness.

Responsibility for providing and explaining the policy rests with the teacher. Responsibility for understanding and adhering to the policy rests with the student.

1. Assessment Guidelines

- Lower School student assessment has guidelines set by the *School Curriculum and Standards Authority* and the *Education Department*. Adherence to these is mandatory.
- Via Connect, a course outline and clear assessment guidelines must be provided to students at the commencement of the learning program.

2. Student Responsibilities

- Complete and submit all assessment tasks described in the course overview and assessment guidelines by the due date.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues concerning assessment.
- Provide written documentation for legitimate absences e.g. medical evidence.
- Keep each assessment and to make it available whenever it is required.

Special note regarding Assessments in the English Learning area: The three English Learning Area Outcomes are Reading and Viewing, Writing, and Speaking and Listening. All three are of equal importance and integral parts of the English curriculum and all are assessed and reported on in a fair and equitable manner. Failure to perform in Speaking and Listening assessments according to the parameters of the task may mean that students do not pass.

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3. Teacher Responsibilities

- Develop a teaching/learning program that adheres to current Department of Education Curriculum, Assessment and Reporting guidelines, to be submitted to the Head of Learning Area by the end of Week 3, Term One.
- Via Connect, provide students with a Program overview and Assessment Outline at the commencement of the learning program for the entire learning program. After being approved by the Head of Learning Area, the teaching program and associated assessment outline must be placed on Connect by the end of week 3.
- Ensure that assessments are fair, valid, reliable and inclusive.
- Maintain accurate records of student achievement and assessment in the Reporting to Parents program and meet school and external timeframes for assessment and reporting. Marks must be entered as soon as possible after an assessment task is marked.
- Provide a grade at the end of each semester for subjects delivered. Students on Documented Plans may be reported against differentiated achievement scales.
- Inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time. Contact home to be made by telephone, email, Connect or letter.
- In consultation with their Head of Learning Area, inform parents at least once a term of any student who is deemed unlikely to achieve a grade C or better. There should not be anything in a formal end of semester or year report that comes as a surprise to a parent.
- In consultation with their Head of Learning Area, teachers will be flexible in the assessment requirements with students on alternative/flexible programs.
- Provide students with a marking key one week prior to an assessment, so students have a clear understanding of what is expected in the assessment.
- Participate in collaborative moderation and grading with colleagues to ensure marks and grades are consistent across a common course.

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4. Absence from Class / Missed Assessments

a. General

- All teachers keep accurate attendance records for all classes.
- Where a student can provide a medical certificate for extended absences, it may be possible to modify the assessment program. This may affect Physical Education in particular, and the teacher must discuss the circumstances and expected recovery time with the Head of Learning area and negotiate with the parent.

b. Scheduled Assessment Tasks

- Absence from a scheduled assessment task (including tests and examinations) must be accompanied by an acceptable explanation (e.g. medical certificate or negotiated alternative) in order for the student to complete that assessment task or a similar task and gain credit.
- Where possible, advance notification of absence is required. Holidays are not considered a reasonable excuse for absence.
- Students will complete all assessment tasks at the first opportunity upon their return to school. An appropriate penalty will be applied if an acceptable reason is not provided.
- Missed assessments may need to be completed outside of class time. Lunch time or Clubs may be used as a catch up period for students (under direction of the Head of Learning Area or as arranged).
- In cases where a student is unable to attend school to complete a scheduled assessment task, and where appropriate supervision can be provided and assured, in rare circumstances the student may be given permission to complete that task in an alternative venue and time.

c. Failure to Submit or Complete Work

- When an assessment task has not been submitted by the due date, the teacher will notify parents.
- In cases where work is not completed on time, teachers will make their judgement on the evidence available at the deadline, in consultation with the Head of Learning Area.

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5. Extensions/Late Work

- If there is no evidence of a legitimate absence available, a penalty can be applied for non-valid reasons for late submission by the Head of Learning area. This does not apply to students with a valid extension.
- A student may apply to the class teacher for an extension to the due date for an assignment. NB: This must be applied for a minimum of two days prior to the due date.
- Extensions may be given in consultation with the Head of Learning Area.

6. Cheating, Collusion and Plagiarism

- Students shown to have cheated, colluded or plagiarised work will not receive credit for that task.
- Collusion is when a student submits work that is not his or her own for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, the work is essentially copied.

7. Students with Special Needs

- Consideration will be made for students identified with special needs and will be catered for in an appropriate way.

8. Reporting and Parental Communication

- Students will be kept informed of their progress throughout a subject.
- Teachers will record student achievement, notify their Head of Learning Area immediately and communicate with parents when it is identified that the student is at risk:
 - of not completing the assessment task
 - of achieving a D or E grade.
- Where a student has not been able to be assessed, an N/A is awarded in the various contexts of the subject if these exist, but the overall result has to be an 'E' when the child has chosen not to engage in a class.
- An N/A is only awarded as an overall grade if there is a known, valid reason why the student has not completed the course or even attempted the course. These would be:
 - having only just arrived in the school, or
 - having a long term medical condition that has resulted in them not being in class.

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