



Kalamunda Senior High School

An Independent Public School

**Middle School
(Years 7, 8 and 9)**

Assessment and Reporting Policy



Learning - Respect - Resilience - Pride - Community

INTRODUCTION

This policy is provided to all Middle School students and is based on the School Curriculum and Standards Authority (SCSA) requirements. The policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website, on Connect and from the school.

Kalamunda SHS has high expectations of our Middle School students. The aim of the assessment and reporting policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair and allow differentiation among students across the full range of ability levels.

Kalamunda SHS will administer the prescribed national assessments - NAPLAN - for students in Years 7 and 9.

STUDENT RESPONSIBILITIES

- Complete all course requirements by the due date.
- Maintain a 90% attendance rate, good conduct and academic progress. Please refer to Middle School Good Standing for further details. Students are required to complete any missed work that occurred as a result of their absence.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks and make requests for extension of due date for assessment tasks, in advance where possible.

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets the requirements of the Western Australian Curriculum and Assessment Outline principles of assessment and adheres to the implementation time lines for Learning Areas.
- Enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standards.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are:
 1. an integral part of the teaching and learning program
 2. educative and contribute to learning
 3. fair, taking into account the diverse needs of students
- Use data from NAPLAN assessments to inform teacher judgements about student achievement, and use data to inform future learning programs.
- Provide students with timely assessment feedback and guidance.
- Meet school timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Advise parents, via a Letter of Concern when a student is at risk of achieving below a C grade.

PARENT RESPONSIBILITIES

- Monitor student progress and make contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential.
- Notify the school of any reason or extenuating circumstances that may impact their child's assessments.
- Ensure contact details are accurate and up to date.
- Provide a suitable homework/study area at home.
- Provide a medical certificate when absent from an assessment.
- Support your child's attendance at school.

COMPLETION OF A COURSE

Grades (A,B,C,D,E) are assigned for each course and to achieve a grade 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.
- Attempt any examinations scheduled for a particular course.

If a student is absent from class, for any reason, their ability to achieve to their potential is diminished. Extended periods of absence may result in lower levels of achievement.

SCHEDULED ASSESSMENT TASKS

Failure to attend a scheduled in-class assessment task or submit on time, an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course.

Where an out-of-class task is submitted after the due date, or is not submitted, and the student does not provide an acceptable reason then the following penalties apply:

- 10% reduction in the mark (if submitted one school day late)
- 20% reduction in the mark (if submitted two school days late)
- 30% reduction in mark (if submitted three school days late)
- a mark of zero (if submitted more than three school days late or not submitted).

In cases where there is no satisfactory explanation of an absence from a scheduled in class assessment task the student will receive no mark (a zero) for that task, and will be at risk at receiving a D or E grade. The Head of Learning Area or Teacher-In-Charge will be the final arbiter in matters concerning absence and missed work.

Acceptable reasons for non submission/late submission of work, non completion of tasks

Where the student provides an acceptable reason for the non-completion of an assessment task, the Head of Learning Area/Teacher-In-Charge, in consultation with 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 **or**
- estimate the student's mark for the assessment task on the basis of their marks in similar tasks

Absence from a scheduled assessment task (including tests) must be explained by one of the following:

- medical certificate
- A letter from the parent (confirmed by a telephone call) may be accepted on the first occasion. However subsequent occasions will require a medical certificate or Head of Learning Area/ Teacher-In-Charge/ parent meeting.

EXAMINATIONS

Written examinations are held in Mathematics, English, Science and Humanities and Social Sciences in Semester 1 and Semester 2 for Years 8 and 9 students.

- A Parent/Guardian must notify the school as soon as possible of any absence from an examination. Only authorised absences through the Head of Learning Area/Teacher-In-Charge will not impact the student's result.
- The school, through the Head of Middle School/Manager of Operations, will advise a suitable alternative arrangement. Please note that students will not be given permission to sit a scheduled examination prior to other students.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

MODIFICATION OF THE ASSESSMENT OUTLINE

- If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment outline clearly indicating the changes will be provided to students and parent/guardian.
- When a student's disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.
- When a student's personal circumstances limits their capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to submission dates. The teacher will consider fairness for all students when making decisions about adjusting time-lines for a particular student.

STUDENTS WITH A DISABILITY

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 adjusted by the teacher in consultation with the HOLA or Teacher in Charge. These adjustments will be consistent with the Guidelines for disability adjustments for timed assessments available on the SCSA website. Adjustments, depending on the individual student's needs can include 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.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class in a course the assessment tasks may be the same. 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 other classes until all classes have completed the task.

CHEATING, COLLUSION AND PLAGIARISM

All work in each individual assessment task must be the work of the student. 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 Learning area/Teacher-In-Charge. As part of this process, parents/ guardians will be notified, and the student will be provided with the right of reply.

- Collusion is when a student submits work that is not their own.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of a work, are essentially copied.
- Students who are found to have cheated colluded or plagiarised in assessed work or in examinations will receive a zero mark.

REPORTING ACHIEVEMENT

Students will be informed of their progress throughout their course. Teachers regularly assess completed tasks, and give feedback to the students. Parents/guardians will be informed via a Letter of Concern when it is identified that there is a risk of not completing the course or not achieving their potential and/or failure. Students may also receive Letters of Commendation for good achievement. Kalamunda Senior High School formally reports student achievement at the end of Semester 1 and Semester 2. An Interim Report is provided for English, Mathematics, Science and Humanities at the end of Term 1. Parents, may also request a progress report at any time by contacting the Year Coordinator or Head of Middle School indicating how their child's achievement compares with the student in the group.

ACHIEVEMENT IN EACH LEARNING AREA

Achievement is reported against a scale (A-E) for each learning area. The examination mark for English, Mathematics, Science and Humanities is shown as a percentage on the report.

A	Excellent	The student demonstrates achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable standard.

If the course is year long, then the grade indicated in Semester 1 is only an estimate, the final grade will be given in Semester 2.

ALTERNATIVE METHODS OF REPORTING STUDENT ACHIEVEMENT

Some students on a modified program will have a modified (SEN) report issued at the end of each semester.

ATTITUDE, BEHAVIOUR AND EFFORT

The attitude, behaviour and effort demonstrated by your child are shown on the following scale: Consistently, Often, Sometimes and Seldom. Not Assessed indicates that this attribute does not apply in this course.

COMMENTS

Comments provide information about your child's progress and areas for improvement. Please take the opportunity to follow up with any of your child's teachers.

REVIEWING MARKS AND GRADES

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance, discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should contact the Head of Learning Area/Teacher-In-Charge.