Middle School and Year 10 Assessment Policy
This policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. This will assist students in achieving to the best of their ability and making a successful transition to the demands of Senior School study.

**STUDENT RESPONSIBILITIES**

- Complete all course requirements by the due date.
- Maintain an assessment file for each course and make it available whenever required.
- 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.
- Contact 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 syllabus requirements.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are valid, fair and reliable.
- 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 not achieving 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 and accept their assessment responsibilities.
- Ensure contact details are accurate and up to date.
- Provide a suitable homework/study area at home.

**COMPLETION OF A COURSE**

A grade (A,B,C,D,E) is 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 will 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 will result in the student receiving a lower grade than expected at the end of the course.

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

Where the student provides a reason acceptable 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
- re-weight the student’s marks for other tasks (if there is sufficient evidence to assign a grade) 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.

In cases where there is no satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made, the student will receive no mark (a zero) for that task, and will be at risk of 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.

EXAMINATIONS
Written examinations are held in Mathematics, English, Science and Society and Environment in Semester 1 and Semester 2.
• Absence from an examination must be explained by a medical certificate with prior notification by email, letter or telephone call from the parent/guardian.
• The school, through the Head of Middle/Senior School, will advise of a suitable alternative arrangement. Please note that under no circumstances will a student be given permission to sit a scheduled examination prior to other students in a course.
• Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

MODIFICATION OF THE ASSESSMENT OUTLINE
• When a student’s disability or specific learning difficulty does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the Head of Learning Area/Teacher-In-Charge and specialist staff.
• When a student’s cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify the task in consultation with the Head of Learning Area/Teacher-In-Charge.
• In the above cases, an individual education plan will be developed showing any modifications to the assessment outline for the course.
• 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 timelines for a particular student.
• 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.

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 is essentially copied.
• Students who to have cheated in assessed work or in examinations will receive a zero mark.
• If work is not the original product of the student it will receive zero marks.

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.
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
• not achieving their potential and/or failure

Kalamunda Senior High School reports student achievement at the end of Semester 1 and Semester 2. Parents, may also request a progress report at any time by contacting the Head of Middle/Senior school.

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 Society and Environment is shown as a percentage on the report.

GRADE DESCRIPTION

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.

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 aspect was not a significant part of your child’s learning program.

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 approach the Head of Learning Area/Teacher-In-Charge.

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