



ASSESSMENT GUIDELINES

Updated: 2024
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Rationale

The below link is to the CEWA (Catholic Education of Western Australia) Policies relating to this guideline.

Executive Directive Curriculum, Assessment and Reporting – Education

<https://policy.cewa.edu.au/executive-directive/curriculum-assessment-and-reporting/>

Where there may be inconsistency between the CEWA policy and this guideline, the CEWA policy shall prevail to the extent of the inconsistency.

This document guides further understanding of Assessment at Our Lady of Mercy College.

Scope

This Our Lady of Mercy College Guideline is designed to ensure fairness to all students at the College.

CEWA curriculum is designed to meet all the learning needs of students and promotes the integration of faith and life in the person, as well as culture and faith in society.

This guides our student assessment and reporting processes, ensuring they comply with School Curriculum and Standards Authority (SCSA) requirements.

Principles of Assessment

Assessment procedures must be fair, valid, and reliable. Assessment assists teachers and schools in the following:

- Monitor the progress of students and diagnose learning difficulties.
- Adjusting programs to ensure all students can achieve the intended outcomes.
- Reporting student achievement to parents.
- Whole-school planning, reporting and accountability procedures.

Assessment Guidelines

At the beginning of the year or semester, depending on the length of the subject, each student will receive a Teaching and Learning Program and an Assessment Outline, which includes a list of the Assessment Tasks that students will undertake throughout the course and their relative weighting towards the calculation of a final mark. This will be posted on SEQTA and OneNote for the students to access. Students will also be made aware of the procedures and expectations in the College Assessment Policy and where to locate this policy when required.

1. Student Responsibilities

- It is the responsibility of students to:
- Complete the prescribed program in each subject.
- Complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date as described in the Assessment Outline.
- Maintain a good record of attendance, conduct and progress.

- Initiate contact with teachers before the assessment task due date 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 about assessment.
- Ensure that all assessments are correctly saved using appropriate methods. In the case of a lost assessment late assessment guidelines are assumed however, issues relating to the IT department will be negotiated between the teacher and student with confirmation of the issue needed from the IT department.

2. Parent Responsibilities

- Monitor upcoming assessment dates on Seqta Engage.
- Communicate directly with the teacher about any missed assessments via Direqt Message, advising of absences and awareness of assessments to be missed.
- Avoid taking students out of school for extended periods.
- Contact the Head of Year to discuss extended absences and notify the Director of Teaching and Learning well before the absence.
- Provide a medical certificate for missed examinations.
- Support their student in completing missed assessments at an appropriate time.

3. Teacher Responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning program that appropriately delivers the current Authority syllabus for the subject.
- Provide students with access to a course outline and an assessment outline at the start of the course and/or each term, semester, or year.
- Ensures that assessments are fair, valid, and reliable.
- Provide students with timely assessment feedback and guidance to undertake future tasks.
- Maintain accurate records of student achievement on SEQTA marksbook.
- Meet College and external timelines for assessment and reporting.
- Inform students and parents/guardians of academic progress, as appropriate.

4. Information provided to students.

To provide a clear understanding of assessment requirements and opportunities for academic success, students will be provided with the necessary course information at the beginning of each course of study undertaken.

Course information for Year 7-10 students

- The course outline or program
- An assessment outline for the course, which includes the types of assessments and the approximate timing/due date of each assessment.

Course information for Year 11 – 12 students

- The School's Curriculum and Standards Authority syllabus.
- A course outline including content and sequence in which it will be taught with approximate time allocations for each section.
- An assessment outline that includes:
 - The number of tasks to be assessed.
 - The approximate timing of each assessment task
 - The weighting for each assessment task
 - A general description of each assessment task

- This information will be available to students via Seqta and OneNote. Parents are encouraged to access these documents and discuss the due dates.

5. Assessment Procedures

- Students complete several assessment tasks during the semester or year. Each task provides evidence of student achievement. The Head of Learning Area will generate a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessments and assign grades in consultation with the classroom teacher(s).
- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.
- Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement may be validated to ensure authenticity).
- 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 everyone in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.
- Where a student's disability, specific educational needs, or culture will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Head of Learning Area and/or Head of Learning Support.

6. Examinations

- School examinations are included in the assessment outline for:
 - Year 10 -12 Semesters 1 and 2 for subjects per the assessment outline.
- The weighting, i.e. the proportion of the final mark, for these College-based examinations varies between courses and is included in the assessment outline. For subjects that are year-long courses, end-of-year examinations should examine the content from the full year, although Semester 2 content may be more heavily weighted than Semester 1. Examinations for Semester length courses should only examine content from that semester.
- Year 10 students will only complete English, Humanities, Science and Mathematics examinations as per the assessment outline.
- In Years 11 and 12, a written examination will be held in all ATAR (Australian Tertiary Admissions Rank) courses at the end of Semester 1 and Semester 2.
- A practical, performance, or oral exam will also be held in courses with a practical, performance or oral component.

| | SUBJECTS | WORKING TIME | READING TIME |
|--|---|-----------------------------|--------------|
| Year 10 Semester 1 Year 10 Semester 2 | Maths, English Science, Humanities | 90 mins | 10 mins |
| Year 11 and 12 | ATAR Courses ATAR Courses (with practical components) ATAR Mathematics | 3hrs (subject- specific) | 10 mins |
| Year 12 Semester 1 | General Courses (ESTs (Externally Set Task)) | 50 minutes | NIL |

- The examination timetable is issued to students before the start of the examination period. The examination rules are provided to students before the start of the examination period via Direct Message. These rules are also available on Seqta.
- 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 College will:
 - Remove the question containing the error or based on content outside of 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 0)
 - When there are health issues or personal circumstances that prevent a student from completing one or more examinations, the student must submit a medical certificate to the Director of Teaching and Learning. The College will determine whether the reason is acceptable.
 - If the reason is acceptable to the College, an alternative date will be set; where it is not possible, the student will not sit the examination. In this case, in consultation with the Head of Learning, a mark will be allocated based on the student's performance in other assessment items relative to the assessment type.
 - If the reason is not acceptable to the College, the student will receive a mark of zero.

7. Procedures for missed assessments.

- If a student knows in advance that they will be away on the day of an in-class assessment, it is the student's responsibility to see the teacher **before** the assessment task is completed.
- **Extended periods of absence:** Parents must email the Director of Teaching and Learning outlining the reason for the student's absence. The Director of Teaching and Learning will consult with relevant Heads of Learning Area and inform the parents.
- If the reason for a missed assessment is deemed invalid, the student will receive a 0 for that assessment.
- Please note that students missing school due to an invalid reason will not be provided with additional work from their teacher. Instead, students are to monitor OneNote and Seqta.
- The expectation is that students will complete missed assessments on the first day after returning to the College, unless negotiated otherwise with the subject teacher before their return. It is the student's responsibility to ensure they complete the missed assessment.
- Students who fail to complete the assessment as outlined above and have not negotiated with the classroom teacher will receive a mark of zero for the assessment. It is important to note that in the case of a zero recorded mark, the primary purpose of any assessment is to identify students' achievement at that point in time. The assessments must be fair, and teacher judgements must be reliable. Parents are therefore encouraged to ensure their child completes the tasks missed.

8. Procedures for Missed Practical Assessments

Students studying courses with practical assessment components and have a valid reason for missing the assessment will be required to be available to complete the task as soon as they are able to do so. In the case of group assessments, alternative assessment arrangements may be necessary and will need to be negotiated with the teacher and Head of Learning Area. For those students missing practical assessments without a valid reason, teachers will work with Heads of Learning Area to determine an appropriate result.

9. Completion of subjects

- A grade (A, B, C, D or E) is assigned to subjects completed.
- Students are required to:
 - Attempt all in-class assessment tasks on the scheduled date.
 - Submit all out-of-class assessment tasks on or before the scheduled date.
- If an assessment task cannot be submitted directly to the teacher, it can either be submitted electronically to the teacher (students are to keep a record of the communication) or submitted to the Head of Learning Area.
- Computer-related problems before submission will not be a valid excuse for non-submission.
- In relation to out-of-class assignments, teachers will articulate the due date and due time for the task. In the case where only a due date has been articulated, the time will be assumed to be 4 pm. In the case where a student is absent from school on the day the assessment is due, the assessment should still be submitted electronically to ensure the deadline is met.
- Where health issues or other personal circumstances may prevent a student from completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher or Head of Year at the earliest opportunity before the scheduled due date. The College will determine if the reason is acceptable.
- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment is acceptable to the College, the student's assessment outline will, where possible, be adjusted and a grade assigned.
- If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will advise the student and the parent/guardian of the possible impact on the student's grade via direct message. If there is no response, the teacher will communicate via telephone.
- Where an out-of-class assessment task is submitted after the due time or is not submitted, and the student does not provide a reason that is acceptable to the College, the following penalties apply:
 - 10% reduction in the mark if submitted within one day late, or
 - 20% reduction in the mark if submitted within two days late or
 - 50% reduction in the mark if submitted more than two days late.
- Unless arrangements have been made if an assessment is more than seven days late, a mark of zero will be recorded.
- Please note a weekend will count as two days late.
- For example, if the student achieved a mark of 20/30 when a 10% penalty is applied, the mark will become 18/30.
- Where an assessment is not completed at all, the students will receive a mark of zero.
- It is essential to note that in the case of a reduced or zero mark recorded, it is essential to note that the primary purpose of any assessment is to identify students' achievement at that point in time. The assessments must be fair, and teacher judgements must be reliable.

10. Extensions

- Extensions will only be granted under extenuating circumstances. A student who requires an extension must see the subject teacher at least one day before the assessment task's due date. A letter from the

parent/guardian confirming the need for an extension is also required. The extension length will be negotiated between the student and the teacher.

11. Acceptable reasons for non-completion or non-submission of an assessment task.

- The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason acceptable to the College. For example:
 - Principal approved leave specifically stating an assessment does not need to be completed.
 - Where sickness, injury or significant personal circumstances prevent a student from attending on the day an in-class assessment task (including school examinations) is scheduled.
 - Where sickness, injury, or significant personal circumstances for part or all the period of an out-of-class assessment prevents completion by the due date.
- In such cases, the parent/guardian must:
 - Contact the College before 9.30 am on the day of the in-class assessment task or due date for the submission of an out-of-class assessment and
 - Provide a medical certificate or a letter of explanation immediately following the student's return to school.
- Where the students provide 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 completion date for an in-class assessment task or
 - Decide on an alternative assessment task or,
 - Not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's 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. family holidays, medical/dental appointments, although consideration will be given to specialist appointments that cannot be rescheduled), preparation for College social functions.
- In exceptional circumstances, the parent/guardian may negotiate developing an individual education plan with the Head of Year. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.
- Where a catastrophic event affects the delivery of the teaching program, the completion or submission of one or more assessment tasks and/or the completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.
- In fairness to all students who complete the assessment on the intended date and to allow timely feedback to these students, teachers will implement a response that maintains the validity and reliability of the assessment task for the student cohort.

12. Cheating, collusion, and plagiarism.

- Academic integrity, at its core, is about honesty and responsibility and is fundamental to Our Lady of Mercy College's expectations of students. This means that all work submitted should be a student's own and it should be underpinned by integrity, which means to act ethically, honestly and with fairness. (Curtin University, 2024)
- All work in each assessment must be the student's work. Students are not permitted to submit for marking any work which:

- Is prepared or substantially contributed by another person (i.e. student, parent, tutor, or expert)
 - Is copied or downloaded from the internet without acknowledging the source.
 - Paraphrases or summarises the work of others.
 - Contains excessive content generated by Artificial Intelligence (AI) software.
- Collusion and the passing on of information regarding the content of assessments between students is likely to skew the results of both those students who have gained information regarding the assessment and those who have not. In their own interests, students must not discuss the nature of the questions with students from other classes until other classes have completed their tasks.
- Students who take unauthorised notes or other materials into an in-class assessment or examination or who communicate with each other during the assessment may be deemed to be cheating to gain an unfair advantage. For this reason, students may be asked to place all unnecessary materials out of reach and must not communicate with other students in any manner during assessments.
- If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will communicate the details, including evidence, to the relevant Head of Learning Area. As a part of the process, the student and the parent/guardian will be informed of the suspected offence. There, students will be provided with the right to reply.
- Following the detections of AI content, a teacher will put the assessment through at least two different AI detectors, such as Quillbot. If both detectors detect greater than 20% AI-generated content, the teacher must follow the process outlined in the assessment guidelines.
- Evidence from AI detectors forms the basis that a breach of academic integrity has occurred under the category of cheating. Hence, the purpose of the confirmation check is not to investigate whether a breach has occurred but to assess the extent of the student's understanding of the assessment content. Students may be asked to show evidence of preparation for the assessment.
- If a student displays a good knowledge of the assessment content but is greater than 20% of the AI generation, then a teacher will adjust the mark using a marking rubric as a guide and only assess content knowledge.
- If a student does not display sufficient knowledge of the assessment content, the student will be offered the opportunity to resubmit the assessment.
- The student will be given five days to resubmit the assessment.
- Evidence of the planning of the assessment must be provided.
- If evidence of the student's planning is not provided, the original assessment will be marked.
- If it is demonstrated that a student has cheated, colluded, or plagiarised, beyond reasonable doubt, one of the following penalties will apply:
 - A zero mark for the whole assessment task.
 - 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.
 - A student is offered the opportunity to resubmit the assessment.
- Students who allow other students to copy their work will also be penalised. Depending on the nature of the plagiarism, students may be penalised by up to 50% of their total marks.
- The student and parent/guardian will be informed in writing of the decision, penalty, and any further disciplinary action.

13. Security of assessment tasks.

- Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessments will be collected at the end of the lesson and retained by the teacher until all classes have completed the task. Discussion of the questions will be treated as collusion, and the students will be penalised.
- Where the College uses the same assessment tasks or examinations as other schools, the teacher will retain the task/examination and the student responses until all schools have completed the task/examination.

14. Retention and disposal of student work.

- In Years 11 and 12, the teacher requires all assessment material when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes. Students must retain their files until the College's grades are approved by the authority, after student appeals at the end of Term 4.
- Where the classroom teacher stores assessment files, students will have access to their files for revision purposes during class time and for home study in the fortnight before the examination period. The files will be available to students for collection at the end of the school year. The College will securely dispose of all materials not collected by the end of the school year.
- The College will not use the materials for any other purposes without the student's written permission.

15. Modification of the assessment outline.

- If circumstances change during the teaching of a subject, requiring the teacher to adjust scheduled assessment tasks, then students will be notified and provided access to the modified assessment outline.
- Where a disability, special educational needs, or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified, and the student and parent/guardian will be notified.
- Where medical conditions or a Principal-approved absence have resulted in a student's inability to complete one or more assessment tasks, the College may alter the assessment outline in line with the regulations outlined in the Authority's WACE (West Australian Certificate of Education) Manual. The student and parents/guardians will be notified.

16. Students with a disability or students with special learning needs.

- Students with a diagnosed condition, where their disability, impairment, or medical condition (including diagnosed mental health conditions) will significantly affect their access to a particular assessment task have written, oral and/or practical assessment tasks (including College examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area and/or the Head of Learning Support.
- These adjustments will be outlined in the student's plan, which will be available on SEQTA and will be consistent with those described in the Authority's guidelines, which can be accessed on the SCSA website. All work samples, plans and assessments will be stored at the College until the end of the Academic year.
- Note: for Year 12 students with a diagnosed disability that has a functional impact on their performance, the College will apply to the Authority to consider special examination arrangements. The granting of

special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students granted special examination arrangements should be aware that their ATAR course examinations could be held at alternative venues.

17. Transfer between courses and/or units.

- If students commence a pair of units late, they may 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 Director of Teaching and Learning. A meeting will be held with the student and the parent/guardian to discuss the student's progress and the requirements for the student to be assigned a grade in the pair of units they wish to transfer into.
- At Our Lady of Mercy College, the deadline for student transfers in Years 11 and 12 is Friday of Week 8 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units, and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring, and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will receive an individual assessment outline showing how a school mark for the pair of units will be determined.
- In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.
- Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2 if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's WACE Manual.

18. Transfer from another school.

- It is the responsibility of any Year 11 student who transfers into a class from the same course at another school before the Authority's recommended last date for student transfers between pairs of Year 11 units to provide the College with evidence of all completed assessment tasks from the previous school.
- The College will use this information to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.
- If a Year 11 student transfers from another school into the same course mid-year, the previous school should provide the Authority with a grade and mark for the unit. The student would then be enrolled in a single unit for Semester 2.
- Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.
- If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.
- Where a transferring student's assessment program differs from other students, the student will be given an individual assessment outline showing how a school mark for the pair of units will be determined.
- The student and parent/guardian will meet to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units they wish to transfer into.

19. Reporting student achievement.

- The College reports student achievement at the end of Semester 1 and Semester 2 to the Authority. The report provides the following for each course:
 - a grade
 - the percentage mark in the school-based examination.
 - the percentage mark (calculated from the weighted total mark).
- At the end of the year, Year 12 students will receive an Our Lady of Mercy College statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. The statement of achievement also lists the successful completion of VET (Vocational Education and Training) qualifications and endorsed programs.
- All final grades are subject to approval by the Authority at the end of the year. Students in Year 12 will be notified of any changes from the Authority's review of the student's results submitted by the College.

20. Reviewing marks and grades

- If a student considers that there is an issue with the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher.
- If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Head of Learning Area.
- The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:
 - The assessment outline does not conform to the syllabus requirements.
 - The assessment procedures used do not conform with the College's assessment guidelines.
 - Procedural errors have occurred in determining the course mark and/or grade.
 - Computational errors have occurred in the determination of the course mark.
- The principal or a nominated representative will conduct the review. The reviewer will independently meet with the student and the teacher and prepare a written report, which will be provided to the student and their parent/guardian.
- If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form available from the Director of Teaching and Learning or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.
- If the committee upholds a student appeal, the College will adjust the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement, as necessary.