



ASSESSMENT POLICY

Updated: 2021
Review: 2025

Rationale

The purpose of assessment is to assist and enhance learning as well as to make judgments about student achievement in a way that is fair and contributes to ongoing learning. It is a continuous and comprehensive process of monitoring a student's progress towards the achievement of stated outcomes and is an integral part of the teaching and learning process. Assessment provides information that can be used to improve the teaching and learning process, and to report to teachers, parents/guardians, and the wider community.

This policy is provided to all students at Our Lady of Mercy College (OLMC) and is based on the School Curriculum and Standards Authority (SCSA) requirements for secondary students in Year 7 to Year 12.

Study Requirements at Our Lady of Mercy College:

- **Students in Years 7 – 10**

All students in Years 7-10 are enrolled in courses within the Learning Areas of Religious Education, English, Mathematics, Humanities, Science, Health and Physical Education, Arts, Languages and Technologies.

- **Students in Years 11 and 12**

Students in Years 11 and 12 study six subjects at school towards achieving the West Australian Certificate of Education (WACE). Students may choose their own pathway of study.


An ATAR Pathway involves at least four ATAR subjects in combination with General Courses or Certificate Courses. A General Pathway involves 6 subjects in a combination of ATAR (if required) General and Certificate Courses.

Students on a General Pathway may also be involved in:

- A school based apprenticeship
- A school based apprenticeship link program
- Workplace Learning
- An endorsed program

1. Student Responsibilities

It is the responsibility of the student to:

- complete all work requirements for each course.
 - attempt all in class assessment tasks on the scheduled date and submit all out of class assessment tasks by the due date.
 - maintain an assessment file for each course studied which contains all the assessments completed and make it available whenever required.
 - maintain a good record of attendance, conduct and progress.
 - 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, prior to the assessment due date.
 - keep up to date with course work if attending College events (e.g. ACC).
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2. Teacher Responsibilities

It is the responsibility of the teacher to:

- meet the WACE syllabus requirements for the course in the case of students in Years 11 and 12.
- meet SCSA (WA curriculum) requirements in Years 7-10.
- provide students with a course outline and an assessment outline at the start of the course and/or each term, semester or year.
- develop a teaching and learning program that appropriately delivers the current syllabus.
- ensures that assessments are fair, valid and reliable.
- maintain accurate records of student achievement on SEQTA marksbook.
- meet school and external timelines for assessment and reporting.
- inform students and parents/guardians of academic progress, as appropriate.

3. Information Provided to Students

At the start of every course, the teacher will provide a printed or digital copy of the following to each student:

- the syllabus for the course
- a course outline that includes the following information:
 - the content
 - the sequence in which the content will be taught.
 - the approximate time allocated to teach each section of content from the syllabus.
 - an assessment outline that includes the following information will be provided for all students:
 - the number of tasks
 - a general description of each task
 - the assessment type
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table in the syllabus.


In each course, a number of assessment tasks occur. Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a mark and a grade at the completion.

During every course, the requirements for each assessment task will be clearly described. The criteria against which the task will be marked or rated will also be provided.

4. Retention and Disposal of Student Work

Students are responsible for retaining all their marked assessment tasks. In Year 11 and 12 SCSA may request access to student assessment for moderation purposes so students must retain their assessments until the submitted grades are approved by SCSA at the conclusion of student appeals at the end of Term 4.

The teacher will not use the materials for any other purposes without the written permission of the student.





5. Modification of the assessments

The Head of Learning Support will compile a list of students who can access a modified curriculum.

Students from Years 7-10, identified with specified learning disabilities or other, will be accommodated with an Individual Education Plan (IEP) or an Adjustment Plan.

Assessment Tasks may be modified to meet the needs of a student's disability. The classroom teacher will do this with assistance from the HOLA, Head of Learning Support and the appropriate Director.

Students will receive a modified assessment outline indicating the changes that have been made for the student.

Students on an IEP will not receive a grade for the course but will be provided with a comment in their reports that focuses on the attainment of personalised learning goals.

All adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments. (www.scsa.wa.edu.au). These adjustments may include special equipment, provision for a scribe, or additional time.

6. NAPLAN and OLNA

Students with diagnosed disabilities may have access to special conditions in the NAPLAN and OLNA tests. The application will be made by the school, through the recommendations of the Head of Learning Support. The granting of these conditions is dependent on the application meeting the SCSA's requirements.

7. Students in Years 11 and 12

All students are expected to complete approved WACE Courses in Years 11 and 12. These include ATAR, General or Preliminary Courses and VET Certificate Courses. (See Study Requirements at OLMC)

Students with a diagnosed disability doing ATAR Courses may have access to Special Exam Conditions when they sit their WACE Examinations. OLMC will apply to SCSA for Special Examination Conditions. This process will involve the school, the student and parents.

The granting of these conditions is dependent on the application meeting SCSA's requirements.

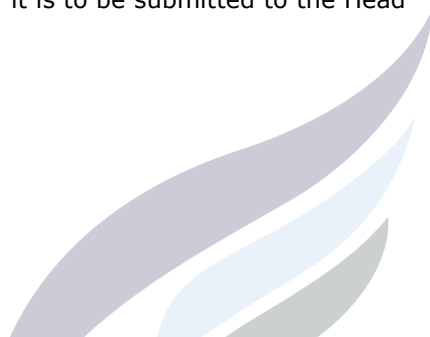
8. Marks and Grades

A grade (A, B, C, D, or E) is assigned for each course each semester. Grades are assigned using the total weighted mark for all assessment tasks and the grade descriptors.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date.
- submit all out-of-class assessment tasks for marking on or before the due date.

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area.





Note: Workplace Learning and/or TAFE students may need to negotiate submission dates with their teachers. Students are also responsible for catching up on any missed work.

Where health issues or other personal circumstances prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The teacher will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the teacher, the student's assessment outline will, where possible, be adjusted.

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/carer of the possible impact of the penalty on the student's grade.

If the students fail to submit the assessments, then the following penalties will apply:

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

- a 10% deduction from the student's mark for one day late
- 5% for subsequent days

NOTE: Weekend days are included as part of the penalty days.

NOTE: For students in years 7 & 8 decisions regarding late assessments will be made in conjunction with the teacher and the Head of Learning Area.

For students in years 9-12 where an in-class assessment task is missed and the student does not provide a reason, which is acceptable to the teacher, the student will receive a mark of zero.

Where a student has a reason for not attending the scheduled in-class assessment task they have five lessons to make up their assessment or the assessment becomes null or void. If a student does not submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact parents/guardians to discuss the impact on the student's result for the course.

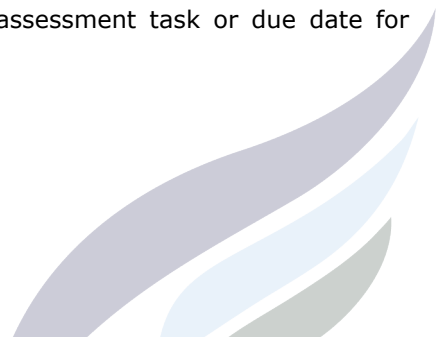
9. Acceptable Reasons for Non-compliance or Non-Submission of an Assessment

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason, which is acceptable to the teacher. For example:

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- Where sickness, injury, or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- Contact the teacher before 9.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and





- In the case of course in years 11 and 12, provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Should a student require modification to the specified delivery format of an assessment task because of a medical/clinical condition (e.g. broken arm, anxiety etc.), an appropriate health care professional (e.g. Doctor, psychologist etc.) must provide documentation. The documentation must be submitted to the teacher as early as possible prior to the assessment occurring. The documentation will be placed on SEQTA and forwarded to Heads of Learning Areas.

Where the student provides a reason, which is acceptable 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 date for an in-class assessment task (within two days of the student's return), or
- decide on an alternative assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- not require the task to be completed (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet SCSA'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, preparation for the College ball, driving tests).

Family holidays during the term are **not** considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, parents/guardians must notify their relevant Head of Year at least four weeks prior to the holiday. The development of an individual plan must then be negotiated with the Head of Year. If this process is not followed the student will receive a mark of zero for non-completion or non-submission of an assessment task. (In the case of family holidays taken outside of gazetted vacation times teachers will not be required to prepare lessons for students).

The teacher is encouraged to discuss the matter with their Head of Learning Areas for support with the decision to be made.

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 College examination timetable, students will be advised by the College and via their teacher of adjustments to the task requirements and/or the assessment outline.

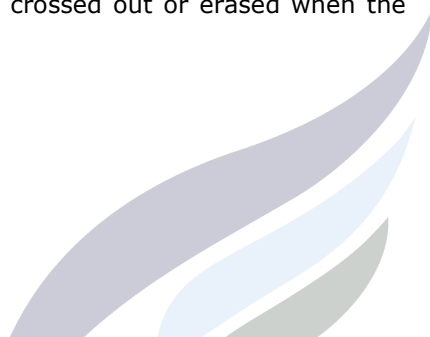
10. Security of Assessment Tasks

Where there is more than one class in a course, most or all of the assessment tasks will be the same. In such cases, 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 the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students involved will be penalised.

Students will be permitted to bring SCSA approved calculators to appropriate assessments. For in-class assessments, tests, examinations, national testing and any other similar types of assessment, students will not be permitted to bring in any device that has information technology capabilities. This includes all watches.

Teachers will ensure that the breakdown of time is to be written on the board so that it is visible for all students. Time should be written in 15-minute intervals and should be crossed out or erased when the interval has elapsed.





Where Our Lady of Mercy College uses the same assessment task or examination as other schools, the task/paper and the student responses will be retained by the teacher or Head of Learning Area until the task has been completed by all schools.

11. Transfer between Courses in Years 11 and 12

When a student commences a course late, they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Vice Principal and discussed with the relevant Head of Learning Area. A meeting may be held with parents/guardians to discuss student progress and the requirements necessary for the student to be assigned a grade in the course unit into which they wish to transfer.

The Vice Principal communicates the deadlines for course/unit changes as set by SCSA, to year 11 and 12 students.

When a student transfers to a different unit in the same course, the marks from any assessment tasks that assess the syllabus will wherever possible be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with parents/guardians and provided to the student.

12. Transfer from another School

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the College with the details of all completed assessment tasks. The Vice Principal, will contact the previous school to determine:

- The part of the syllabus that has been completed.
- The assessment tasks which have been completed.
- The marks awarded for these tasks.

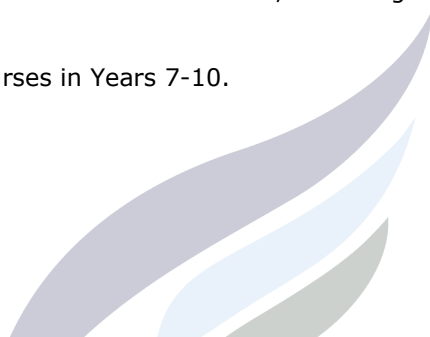
The Head of Learning Area will:

- Determine how the marks from assessment tasks at the previous school will be used.
- (Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Our Lady of Mercy College).
- Determine the additional work, if any, to be completed.
- Determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with parents/guardians and provided to the student.

13. Reporting Student Achievement

The College reports student achievement at the end of Semester One and at the end of Semester Two. The report provides for each course:

- A grade for the course.
 - A mark for the course (the weighted total mark for all assessment tasks in the unit, including examinations if applicable).
 - A mark for the semester examination (if applicable).
 - A state grade for English, Mathematics, Humanities and Science courses in Years 7-10.
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- The Semester One mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.
- The final VET result shown on the reports is indicative only. The RTO will provide documentation of certified results at the completion of the course.
- Year 12 students will receive a Statement of Results, in lieu of a Semester Two report.

All final grades are subject to approval by SCSA at the end of the year. Students will be notified of any changes from SCSA's review of the students' results submitted by their own school.

All grades on mid-year and end of year reports for students in Years 11 and 12 are subject to SCSA's approval at the end of the year.

Parents/guardians will be notified of any changes to that result from SCSA's review of the student results submitted by Our Lady of Mercy College.

For all Year 12 ATAR students a statistically adjusted school mark is reported by SCSA on the student's Statement of Results. Details of the process SCSA uses to adjust the marks submitted by the College are available on the SCSA website.

Information about calculating the ATAR for university entry is available on the TISC website at www.tisc.edu.au

14. Cheating, Collusion and Plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work, which contains:

- Identical or similar material to the work of another person (e.g. another student, a parent/guardian, a tutor), or work that has been presented for assessment in previous years
- Identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). Where a student permits other to copy their work, they will also be penalised.

Note: All research material **MUST** be referenced correctly. Please refer to the referencing and bibliography guide on the student portal.

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. As part of this process, the student will be provided with the right of reply. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- a mark of zero for the whole assessment task or
- a mark of zero for part of the assessment where the teacher can identify the part of an assessment task that has been copied or plagiarised.

Note: The parents/guardians will be contacted in relation to the penalty and any further disciplinary action.

15. Reviewing marks and grades

The student or parents/guardians can request to the Principal, in writing, that Our Lady of Mercy College conducts a formal assessment review after discussions with the student's teacher and Head of Learning Area, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline for the course unit or subject does not meet SCSA requirements.
- The assessment procedures used in the class do not conform with the College's assessment policy.
- Procedural errors have occurred in the determination of the mark and/or grade.
- Computational errors have occurred in the determination of the mark and/or grade.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the



student and parent/guardian. If this review does not resolve the matter, the student (or parents/guardians) may appeal to SCSA. SCSA representatives will then independently investigate the situation and report to the SCSA's appeal panel. If the panel upholds a student appeal, Our Lady of Mercy College will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary. Appeal forms are available from the SCSA website.

For VET courses appeals can be made via the Head of Learning Area – Career Services/Vocational Education and Training.

16. College examinations

Examinations may be held in years 7 – 9 at the end of Semester One and Semester Two according to Learning Area practices.

A written examination will be held at the end of Semester One and the end of Semester Two for applicable students in Year 10 in English, Mathematics, Humanities and Science. A written examination will be held at the end of Semester One and the end of Semester Two for students in Years 11 and 12 who are studying ATAR courses. In those courses with a practical/performance/oral component, a practical/performance/oral examination will also be held. In Year 12 an Externally Set Task (SCSA prescribed) will be held for all students studying a General course.

Examinations are typically 1.5 hours in Year 10, 2.5 to 3 hours in Year 11 and 2.5 to 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students before the commencement of the examination period. Students who are absent from an examination must supply the school with written evidence to explain their absence. In the case of illness, a medical certificate is required. Students who miss an examination with no legitimate reason will be awarded zero for that examination. This could have serious implications for the student's final grade in the course and, if a Year 11 or Year 12 student, also their chances of achieving the WACE.

17. 'Assessment Free' Week Prior to Examinations

The week leading up to examinations for ATAR students in Year 11 and Year 12 will endeavour to be 'assessment free'. Out-of-class assessments will not be commenced during this week and 'due dates' during this week will generally be avoided. In-class assessments will not be held during this week, unless the Head of Learning Area deems that the in-class assessment is an appropriate revision tool for the examination.

Deviations from these clauses will only take place under exceptional circumstances and after consultation with the appropriate Head of Learning Area.

Those students completing a General pathway and Certificate courses will continue to complete their coursework during this period.

18. Intra-Departmental Consistency

Where more than one class undertakes a course, every effort will be made to ensure comparability between classes. This can be enhanced by:

- cross marking
- clear marking guides
- regular comparability marking exercises between teachers
- completing tasks under identical conditions.

