



Assessment and Reporting Policy

Version	17
Short description	The College Assessment and Reporting Policy is the basis for ensuring the College has fair, valid and reliable assessment procedures. The purpose of assessment and reporting is to enhance learning through determining and reporting on what a student knows, understands and is able to do.
Relevant to	All students
Authority	This Policy has been approved by the Leadership Team
Responsible officer	Deputy Principal (Learning and Teaching)
Date introduced	2002
Date(s) modified	2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2019
Next scheduled review date	2021
Related College documents	Assessment and Reporting Guidelines
Legislative and system requirements	Australian Curriculum SCSA (WACE) SCSA WA Curriculum and Assessment Outline (K-Year 10) The Disability Standards for Education 2005 Guidance Notes The Disability Discrimination Act 1992

Introduction

The College Assessment and Reporting Policy is the basis for ensuring the College has fair, valid and reliable assessment procedures.

Students, parents and teachers should be aware of their responsibilities in the assessment process.

Rationale

The purpose of assessment and reporting is to enhance learning through determining and reporting on what a student knows, understands and is able to do. Effective assessment and reporting allow teachers to use information about student progress to inform their teaching, using evidence of student learning to assess achievement against goals and standards. It also enables parents and carers to work in partnership with teachers to support students to reflect on and monitor their own progress, to inform their future learning.

Definition

Assessment is the process of gathering information from diverse sources in order to develop a deep understanding of what students know, understand, and can do as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Reporting is the process of formally and informally communicating student achievement to parents, carers and students.

Principles

Assessments are an integral part of the learning process and must be:

1. Valid; providing sound information on the ideas, processes, products and values expected of students
2. Educative; making a positive contribution to student learning
3. Explicit; so that the basis for judgements is transparent and shared
4. Fair to all students and not discriminatory on grounds that are irrelevant to the achievement of the outcome
5. Comprehensive; making judgments on student progress from multiple sources of evidence

Assessing student work and performance is a demanding and time-consuming task. When making judgments about student achievement, teachers must adopt practices that conform to the requirements of the *Western Australian Curriculum and Assessment Outline or WACE*.

Assessment is an important part of the learning process and will be used by teachers in to:

- Monitor the progress of students
- Adjust teaching and learning programs to ensure all students have the opportunity to achieve the intended learning outcomes
- Develop subsequent learning programs
- Accurately report student achievement to parents
- Contribute to whole-school planning, reporting and accountability procedures

Lumen Christi College ensures the following:

- High quality of assessment tasks
- Appropriateness and reliability of assessment tasks
- Relevance of assessment tasks
- Appropriate frequency of assessments
- Timely information provided to students prior to assessments
- Timely and informative feedback given to students following an assessment

Regard shall be given to:

- Students at educational risk
- Students with disabilities
- Students with specific learning needs

Any modified assessment provisions will be guided by *The Disability Standards for Education 2005 Guidance Notes* which clarify the obligations of education and training service providers under *The Disability Discrimination Act 1992* and the rights of people with disabilities in relation to education and training.

Reporting facilitates reflection on student progress and must include the use of plain language to report to parents/carers on the achievements of students in terms of the Western Australian Achievement Standards.

Such reports will be provided:

1. Formally, in an end of semester report using a five-point scale. The components of the formal report will meet the policy standards for teaching, assessing and reporting as outlined by SCSA.
2. Informally, throughout the year in a variety of ways and for a variety of reasons.
3. As requested by the student's parents/carers, providing information on how a student's achievement compares with the student's peer group at the College.
4. National and state-wide assessments will be disseminated to parents/carers, and, as appropriate, provide opportunity for discussion between teachers and parents/carers

Implementation

The implementation of this Assessment and Reporting Policy is in conjunction with the Assessment and Reporting Guidelines.



Assessment and Reporting Guidelines

Version	17
Short description	The College Assessment and Reporting Guidelines covers: <ol style="list-style-type: none">1. A Quick Reference Table2. Assessment procedures for Upper School3. Assessment procedures for Lower School
Relevant to	All students
Responsible officer	Deputy Principal (Learning and Teaching)

Quick Reference Table

Year 11 and 12	
Situation	Action
Missed In-Class assessment due to absence; acceptable reason provided by parents	Either: <ul style="list-style-type: none"> Negotiate 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 (if, in the opinion of the teacher, the assessment is no longer confidential), 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).
Missed Out-of-Class assessment task due date due to absence; acceptable reason provided by parents	The Out-of-Class assessment task piece of work must be submitted on the date of return or as negotiated with the teacher.
Missed In-Class assessment due to absence, not validated by parents	Be given zero (0) for the assessment. The assessment must still be undertaken.
Late or Missed Out-of-Class assessment task due date due to absence, not validated by parents	<ul style="list-style-type: none"> 10% reduction in the mark (if submitted one school day late), or 50% reduction in the mark (if submitted two school days late), or A mark of zero (if submitted more than two school days late or not submitted). VET students will be limited to a College based rating of "Satisfactory" and TAFE rating of "R". <p>In all circumstances, the Out-of-Class assessment task piece of work must be submitted</p>

Years 7-10	
Situation	Action
Missed In-Class assessment due to absence, validated by parents	Either: <ul style="list-style-type: none"> Sit the assessment immediately upon returning to school up to and including two days following the due date, or Decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or Receive a result reflecting their performance within the class calculated against other assessments (using the standardised score methodology), or Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning.
Missed Out-of-Class assessment due date due to absence, validated by parents	The Out-of-Class assessment task piece of work must be submitted on the date of return or as negotiated with the teacher.
Missed In-Class assessment due to absence, not validated by parents	A deduction of 30% will be applied to the assessment. The assessment must still be undertaken.
Late or Missed Out-of-Class assessment task due date due to absence, not validated by parents	A penalty of 10% per day is applied up to a total of 50% off the individual student's mark. In all circumstances, the Out-of-Class assessment task piece of work must be submitted.

Lumen Christi College Assessment Procedures for Upper School

This Assessment and Reporting Guideline document is provided to all senior secondary students at Lumen Christi College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *WACE Manual 2019*. All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications (Automotive or Hospitality) and/or one or more of the endorsed programs which are available at the College. The VET qualifications are delivered and assessed in partnership with Sun Training, a registered training organisation (RTO).

This policy applies to the assessment of all WACE courses. Our Education Support Centre has a separate policy for the Preliminary courses.

1. Student responsibilities

It is the responsibility of the student to:

- Maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- 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 task due date
- 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 pair of units studied which contains all completed written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program (See Section 9 for details)

2. 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 particular pair of units
- Provide students with access to a course outline and an assessment outline (see Section 3 for details)
- Ensure that all assessment tasks are fair, valid and reliable
- Provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- Maintain accurate records of student achievement
- Meet College and external timelines for assessment and reporting
- Inform students and parents of academic progress, as appropriate

3. Information provided to students

Before teaching starts, the teacher will provide access to the following documents:

- The Authority syllabus for the pair of units which includes the grade descriptions
- A course outline for the pair of units that shows:
 - All the content from the syllabus in the sequence in which it will be taught
 - The approximate time allocated to teach each section of content from the syllabus
- An assessment outline for the pair of units that includes:
 - The number of tasks to be assessed
 - A general description of each assessment task
 - The assessment type, as prescribed in the syllabus
 - 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 of the syllabus.

Note: Students without internet access at home can request a hard copy of these documents from their teacher.

4. Assessing student achievement

At Lumen Christi College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Sections 5 and 6 for details).

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the 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 will 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 each individual 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 education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. (See Section 11 for further information on students with a disability).

5. Year 11 and 12 ATAR course school examinations

School examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 12, all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below, are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s)
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s)
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s)
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s)
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room

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 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 zero)

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit an explanation in writing to the Deputy Principal. The College will determine whether the reason is acceptable (see Section 13 for details).

If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the College, the student will be given a mark of zero.

6. Year 12 General and Foundation course externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 for details)

If the reason is acceptable to the College, the teacher will:

- Decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- Allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST

If the reason is not acceptable to the College, the student will be allocated a mark of zero

7. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

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

- Is prepared or substantively contributed to by another person (e.g. Student, teacher, tutor or expert)
- Is copied or downloaded from the internet without acknowledging the source
- Paraphrases or summarises the work of others

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/carer will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- A mark of zero for the whole assessment task, **or**
- 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

The student and parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

8. 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 assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. 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 collusion and the students will be penalised.

Where the College uses the same assessment task or examination as other schools or TAFEs, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

9. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. Students are required to return the file to the teacher at the conclusion of the examination period. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College. The College will not use the materials for any other purposes without the written permission of the student.

10. Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

Where a disability, special education 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 provided to the student and parent/carer.

11. 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 (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Note:

For Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of 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 who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

12. Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units 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 due date

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area/teacher-in-charge.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carer must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 13 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the College (see Section 13 for details), 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/carer of the possible impact of the penalty on the student's grade.

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 College (see Section 13 for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), or
- 50% reduction in the mark (if submitted two school days late), or
- A mark of zero (if submitted more than two school days late or not submitted)

Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the College (see Section 13 for details), the student will receive a mark of zero.

13. 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 which is acceptable to the College. 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/carer must:

- Contact the College before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- Provide either a medical certificate or a letter of explanation immediately following the student's return to school

Where the student provides 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 date for an in-class assessment task (generally, within two days of the student's return), **or**
- Decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **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, preparation for the College ball).

In exceptional circumstances, the parent/carer may negotiate the development of an individual education plan with the year coordinator. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 of adjustments to the task requirements and/or the assessment outline.

14. Transfer between courses and/or units

If a student commences 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 Deputy Principal. A meeting will be held with the student and the parent/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Lumen Christi College, the deadline for student transfers in Years 11 and 12 is Friday of Week 5 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 be provided with 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.

15. 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, prior to 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.

This information will be used by the College 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, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. 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 has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

16. Reporting student achievement

The College reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority. The report provides for each course.

For Years 11 and 12, the College:

- Reports the school mark and grade for each pair of Year 11 and Year 12 pair of units completed (i.e. One mark and one grade). This is provided in the College's Semester 1 and Semester 2 report for Year 11 and in a Semester 1 and a statement of results for Year 12.
- Includes information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale which is used as a measure of achievement. Semester 1 for Year 12 and Semester 2 for Year 11
- Includes on the report one Homeroom comment per annum. Semester 1 for Year 12 and Semester 2 for Year 11
- Provides an interim report during Term 1 which includes information about the student's Learning Attributes only

The College ensures that all students are aware that:

- The grades reported by the school are not finalised until approved by the Authority
- The school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students in a school that has Year 12 ATAR school marks on a scale that is significantly different from the scale of the ATAR course examination marks of those students

Mid-year reporting

The achievement standards articulated by SCSA describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, considering the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement **at that point in time** are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

The College will use the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

17. Reviewing marks and grades

If a student considers that there is an issue about 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/carer should approach the relevant head of learning area/teacher-in-charge responsible for the course.

The student or their parent/carer 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 senior secondary assessment policy
- Procedural errors have occurred in the determination of 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 meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/carer.

If this review does not resolve the matter, the student or parent/carer may appeal to the Authority using an appeal form which is available from the deputy principal 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 make any required adjustments to 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.

Lumen Christi College Assessment Procedures for Lower School Responsibilities/Expectations

The student is responsible for:

- Familiarising themselves with the assessment
- Ensuring all assessments are completed by the required date
- Liaising with teachers with regards to any questions or issues

The classroom teacher is responsible for:

- Providing each student with a course outline and assessment guidelines
- Ensuring the assessments are fair, valid and reliable
- Keeping records of student achievement
- Negotiating changes to deadlines
- Informing parents and students of progress if necessary
- Returning marked student work within a reasonable time that would normally not exceed two weeks

Where adjustments are made to the assessment schedule students should have ample prior notice.

The parent/carer is responsible for:

- Checking assessment procedures
- Contacting the classroom teacher about concerns
- Monitoring the completion of Out-of-Class assessments

General

1. Assessment Deadlines

Students must do all possible to meet assessment deadlines.

Where a student is likely to experience difficulty meeting a deadline due to an exceptional circumstance, they must discuss the matter with the classroom teacher at the earliest opportunity. Extension of the due date is at the classroom teacher's discretion.

In-Class Assessment Tasks

If a student is absent for an assessment, which is validated by a parent/carer the student will be able to sit the assessment immediately upon returning to school, up to and including, two days following when the assessment was initially held. If the student does not return within this time period they will either:

- Receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Methodology), **or**
- Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning

A student who has missed an assessment that is not validated by a parent/carer will have a deduction of 30% applied to the assessment. The assessment will still need to be submitted.

Out-of-Class Assessment Tasks

If a student is late to submit an assignment or is absent when an assignment or practical piece of work is due to be submitted and this absence is validated by a parent/carer, the assignment or practical piece of work must be submitted on the date of return or as negotiated with the teacher.

If a student is late to submit an assignment or is absent when an assignment or practical piece of work is due to be submitted and this absence or missed deadline is not validated by a parent/carer, a penalty of 10% per day is applied up to a total of 50% off the individual student's mark. In all circumstances, the assignment or practical piece of work must be submitted.

It is the responsibility of the teacher in consultation with the Head of Learning Area (HOLA) to monitor and manage the adherence to assessment deadlines.

Pattern of Continual Absence from Completion or Submission of Assessments

While it is not unusual for a student to miss an assessment for example due to illness, a developing pattern of missed assessments compromises the integrity of the assessment program and the fair and reliable application of results for other students. Should such a pattern become evident, the Head of Learning Area will contact parents, discuss the validity of the work being undertaken or submitted and discuss the possibility of zero (0) being credited for any future missed assessments or late submissions.

Prolonged Absence

The College will endeavour to provide support for any student unable to attend school for an extended period due to illness or injury.

Holidays

Parents and students should be mindful that any holidays taken during the school term will have a detrimental effect on results and grades.

However, it is the student's/parent's responsibility to liaise with his/her teachers and to fulfil all assessment requirements, negotiating extensions to assessments which are missed due to holidays, etc. A family holiday is not a valid excuse for not completing assessment items; a score of zero will generally be awarded.

2. Modification of Assessment Outline

When a student's specific educational needs or cultural beliefs do not allow them to complete a particular assessment task the classroom teacher may modify the task in consultation with the Head of Learning Area (HOLA).

When student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

3. 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/rating, as original, any work which contains:

- Identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- 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). If a student is believed to have engaged in cheating, collusion or plagiarism, the classroom teacher will refer the matter to the Head of Learning Area (HOLA). As part of the process, the student will be provided with the right of reply. Where a student permits other students to copy their work, he/she will also be penalised. 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 the assessment task that has been copied or plagiarised

Note: The parent/carer will be informed of the penalty and any further disciplinary action.

4. Students with Additional Needs

The College will ensure that students with additional needs are catered for in an appropriate way. Some students with additional needs may require modified assessments (either in presentation and/or content) as outlined in their Individual Education Plan/Curriculum Adjustment Plan. In collaboration with the Head of Learning Area - Learning Support, non-traditional assessment techniques (for example, recording/interview/keynote presentation/podcast) will be employed as appropriate to the specific needs of these students.

Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

5. Reporting

Students will be kept informed of their progress. Parents/Carers will be regularly informed of a student's progress through the College reports and academic reviews.

Both students and parents/carers will be informed when it is identified that there is a risk of the student not achieving his/her potential.

Components of Written Reports

The College will provide plain language reports to parents/carers during Term 1 and at the end of each semester which:

1. Are readily understandable to those responsible for the student
2. Give an accurate and objective assessment of the student's progress and achievement
3. Include an assessment of the student's achievement in terms of the Western Australian Achievement Standards (semester report only)
4. Include, for subjects studied, an assessment of the student's achievement (semester report only):
 - a. In terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian Achievement Standards, **and**
 - b. In relation to the performance of the student's peer group
5. Include information about the student's Learning Attributes
6. Include additional information in the form of one comment from a Homeroom Teacher per annum. (semester report only)
7. The interim report provided during Term 1 will include information about the student's Learning Attributes only

Mid-Year Reporting

The achievement standards articulated by SCSA describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, considering the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

Modified Reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

The College will use the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

Letter grades and achievement descriptors

Letter Grade	Achievement Descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.