



# BUNBURY SENIOR HIGH SCHOOL

## LOWER SCHOOL ASSESSMENT POLICY

### 2017

Bunbury Senior High School encourages parents to make contact with classroom teachers for feedback on their child's progress at any time during the school year.

#### **Principles of Assessment at Bunbury Senior High School**

##### **Assessment assists teachers in our school in:**

- Monitoring and supporting the progress of students
- Diagnosing learning difficulties.
- Providing feedback to students.
- Adjusting current teaching and assessment programs.
- Developing subsequent teaching and assessment programs.
- Reporting student achievement to parents and
- Whole-school and system planning, reporting and accountability procedures.

##### **Additionally, assessment must be:**

**Valid:** Provide valid information on the actual ideas, processes, products and values expected.

**Reliable:** Consistent, accurate and can be used with groups of students to produce meaningful data.

**Fair:** Demonstrably fair to all students and shall not discriminate on grounds (such as gender, disability or ethnicity) that are irrelevant to the achievement of the outcome.

**Educative:** Makes a positive contribution to student learning.

**Explicit:** All students shall know when, how and what will be assessed.

#### **Teacher Responsibility**

It is the teacher's responsibility to:

- Develop a teaching/learning program that complies with DoE and SCSA policy.
- Provide students with a course and assessment outline at the beginning of the course.
- Ensure that assessments are valid, reliable, fair, educative and explicit.
- Provide students with timely assessment feedback.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Participate in all moderation when necessary.

#### **Student Responsibility**

It is the student's responsibility to:

- Complete all course requirements by the due date.
- Maintain a good record of attendance, conduct and progress. A student who is absent for five periods/days or more per term is deemed to be at risk.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

## **Assessment Completion**

### **Due Dates**

A course outline, including approximate timelines for submission of assessment tasks will be provided to each student at the start of a course. Due dates will be finalised by the class teacher in consultation with the students.

### **Missed Assessments**

If a student is absent from class, their ability to achieve their potential is diminished. Extended absence may result in lower levels of achievement and course assessment requirements not being met.

- All students who are absent for assessment tasks with an acceptable explanation may be able to sit for the assessment upon returning to school. This decision will be at the discretion of the teacher/HOLA. If satisfactory arrangements cannot be made to sit for an assessment, then the student will not be penalised when the explanation is deemed acceptable. A suitable mark/grade for the assessment may be awarded in consultation with the HOLA.
- Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to support the student's learning program.
- When a student has not made contact, or the explanation is not **acceptable**, (see below) then the opportunity to complete the assessment may not be available and a zero may be awarded.

#### **EXAMPLES OF ACCEPTABLE REASONS FOR NEGOTIATING A REVISED DATE:**

- Medical (documentation must be provided)
- Wellbeing issues (as advised by the PC 7/8, PC 9/10, Student Services Support Officers)
- Extra-curricular commitments (e.g. Being absent representing the State in a sports team or similar)

NOTE: A family holiday is not accepted as an exceptional circumstance.

### **Special Educational Needs**

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority guidelines.

### **Injured Students**

When practical work is a significant and essential component of assessment in a course and a student has suffered an injury that affects the completion of a task, then the student will be advised of alternative assessment arrangements when possible. The HOLA must approve the alternative assessment program. Assessment may occur at a later date.

### **School/Subject Transfer**

Where possible, students transferring into a course should determine, in consultation with their teachers, what additional work needs to be done to avoid any perceived disadvantage.

### **Cheating, Collusion or Plagiarism**

Students who are found to be involved in cheating, collusion or plagiarism may not have that work accepted as valid evidence of their achievement. An alternative assessment may be allowed at the discretion of the HOLA.

### **Reporting**

- Students and their parents will be informed in a timely manner if the student becomes at risk of not meeting individual course requirements (D or E grade).
- Students and their parents will be informed in a timely manner if the student is currently underachieving.
- The school will report achievement to the School Curriculum and Standards Authority.

## **Issuing Reports**

- Semester Reports: Issued for Semester 1 and 2 progress/results.

## **School Assessment Concerns**

Students have the right to have an assessment reviewed with their teacher and/or the HOLA. If an assessment review determines that inaccurate, unfair or inappropriate assessment is evident, the school will make the necessary adjustments to the assessment.

## **Lower School Examinations**

### **Timing of Examinations**

All examinations will be placed on the course outline. Year 10 examinations will be placed on the school calendar and advertised to the school community.

### **Examination Attendance**

- Students must attend all scheduled examinations.
- Alternative arrangements may only be negotiated with the HOLA/Program Coordinator in the event of exceptional circumstances.



## Assessment Submission Flowchart Lower School Subjects

The **assessment task** is presented to students with clearly detailed requirements for submission.  
Eg: Components of the assessment, weightings/marking keys and **due date**.

The assessment **is submitted by the due date**.  
(Or by any negotiated extension date)

The teacher should:  
Mark the work and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

**The assessment is now complete.**

The assessment is **not submitted by the due date**. (Or by the extension date) the teacher should:

- Speak to the student as soon as possible to discuss the situation and clearly explain the process and consequences.
- Negotiate a **revised submission date**, within 5 working days.
- Advise parents (letter of concern/phone call/email).

The assessment **is submitted by the revised date**.

The teacher should:  
Mark the work, subtract a 20% penalty off the awarded mark, and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

**The assessment is now complete.**

The assessment is **not submitted by the revised date**.  
The HOLA is notified. A zero is entered into 'Reporting to Parents' for the assessment.