



# Years 7-10 Assessment Policy

This policy is provided to all Years 7–10 students at Applecross Senior High School and aligns with the requirements of the School Curriculum and Standards Authority (SCSA). It is informed by the Western Australian Curriculum and Assessment Outline (Pre-primary to Year 10) and outlines the expectations and processes that govern assessment practices within the secondary context.

## 1. Principles of Assessment:

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

## 2. Assessment is used to:

- Monitor student progress through fair and valid judgments to identify learning needs and inform targeted teaching strategies.
- Be an integral part of an explicit teaching and planning process: Plan → Act → Assess → Reflect
- Provide formative feedback to improve student performance in the future
- Measure the achievement of students and report on progress and achievement
- Guide the selection of courses and assist with vocational counselling.

Achieve



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### 3. Responsibilities of students, teachers and parents/guardians

3.1 Student		
Prior to assessment	During assessment	After assessment
<ul style="list-style-type: none"><li>• Familiar with both course and assessment outlines.</li><li>• Familiar with the conditions under which the assessment will be held.</li><li>• Ensure they are up-to-date with concepts and skills taught in class time.</li><li>• Actively seek and engage with feedback related to concepts and skills being assessed.</li><li>• Ensure pre-assessment requirements are met, specific to the assessment e.g. notes-page, equipment, research submission etc.</li><li>• Ensure work is their own and that any assistance received is acknowledged appropriately.</li><li>• Initiate contact with teachers concerning absence from class related activities, missed lessons, missed in-class assessment tasks, and other issues relating to assessment.</li></ul>	<ul style="list-style-type: none"><li>• Act in accordance with <a href="#">Student-Code-of-Conduct.pdf</a></li><li>• Understand and uphold academic integrity standards. See Section 10.</li><li>• Comply with instructions stipulated in the assessment brief.</li></ul>	<ul style="list-style-type: none"><li>• Act in accordance with <a href="#">Student-Code-of-Conduct.pdf</a></li><li>• Understand and uphold academic integrity standards.</li><li>• Actively reflect on and engage with feedback pertaining to progress and achievement.</li><li>• Set SMART goals for improvement.</li></ul>



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<b>3.2 Teacher</b>		
Prior to assessment	During assessment	After assessment
<ul style="list-style-type: none"> <li>• Provide course and assessment outline at commencement of teaching and learning cycle.</li> <li>• Be explicit as to;               <ul style="list-style-type: none"> <li>- the concepts and skills that will be assessed.</li> <li>- the conditions under which the assessment will be held, including those instructions in the assessment brief.</li> <li>- the pre-assessment requirements, specific to the assessment e.g. notes-page, equipment, research submission etc.</li> <li>- academic integrity standards.</li> </ul> </li> <li>• Understand and prepare Equitable Educational Adjustments in line with documented plans.</li> <li>• Make accessible teaching and learning resources (hard-copy or digitally).</li> </ul>	<ul style="list-style-type: none"> <li>• Instruct students as to the conditions under which the assessment is being held.</li> <li>• Reiterate the instructions stipulated in the assessment brief.</li> <li>• Actively supervise and monitor assessment conditions.</li> <li>• Allow and make provision for Equitable Educational Adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement marking and moderation to ensure fairness and consistency in the assessment.</li> <li>• Provide timely feedback on progress and achievement to students and parents/guardians.</li> <li>• Record student achievement data into the school's reporting platform.</li> <li>• Communicate student achievement concerns/successes to parents/guardians, where applicable.</li> <li>• Establish and maintain individual student assessment files as evidence of learning over time.</li> <li>• Manage distribution and return of individual student assessment files, upon request.</li> <li>• Apply guidelines pertaining to Section 9, 10 and 12 as required.</li> </ul>

<b>3.3 Parent/Guardian</b>	
Prior to assessment	After assessment
<ul style="list-style-type: none"> <li>• Contact student's teacher in the first instance, then the appropriate Head of Learning Area if necessary, in the event of concerns as to progress or achievement.</li> <li>• Engage with Student Services and Learning Support as to diagnosed disability, impairment or medical condition which may affect students' access to teaching, learning and assessment.</li> <li>• In the event of student's absence, see Section 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Support student's reflection and engagement with feedback pertaining to progress and achievement.</li> <li>• Review student's achievement data from the school's reporting platform.</li> </ul>



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### 4. Feedback

#### 4.1 Feedback on a student's progress may be formal or informal.

Feedback about a student's achievement and learning progress is ongoing and reflective of the needs of the student. Feedback may include, for example, verbal comments to students and/or to parents/guardians, written comments on work, letters of concern or commendation, merit certificates, or interviews.

#### 4.2 Key Characteristics of Feedback:

- *Specific:* Provides details about concepts and skills demonstrated and aspects for improvement.
- *Focused on learning:* Emphasises the learning process and offers suggestions and guidance that are both helpful and actionable.
- *Supportive:* Encourages the student to continue to progress in their learning.

### 5. Judgement of Student Achievement

5.1 Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards and/or against Special Educational Need (SEN) goals, after completion of a unit of work or at the end of a term or semester.

5.2 Student achievement is assessed through a combination of teacher judgment and evidence-based evaluation. Teachers make judgments about student performance, considering curriculum taught and assessed, and the achievement standards and/or against SEN goals. These judgments are supported by evidence gathered through various assessment processes.

5.3 SCSA Judging Standards are a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling.

5.4 Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard at the end of each year level is described as a 'C' (Satisfactory). As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability (Western Australian Curriculum and Assessment Outline, Assessment Principle 5 – Assessment should lead to informative reporting).

### 6. Equitable Access to Assessment

6.1 SCSA recognises that access to assessments could be significantly affected for students diagnosed with a severe disability, impairment, or medical condition. Adjustments may need to be made for these students to access the assessment equitably. Evidence of the diagnosis is required for approval of adjustments for students with a disability and/or medical condition.



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- 6.2** For all assessments (school-based and National Assessment), the underlying principle of the SCSA's *Equitable Access to Assessment Policy* is to provide students with the opportunity to participate in and complete their assessments in an equitable manner.
- 6.3** When adjustments have been determined, SCSA recommends that schools develop and implement an appropriate plan for school-based assessments. The following types of adjustments may be typically provided, depending on the assessment and students' diagnosis:
- Rest breaks
  - Extra working time
  - Discretionary time
  - Special format papers – large print, braille, black and white print
  - Oral/sign support
  - Support person (Reader and/or Scribe)
  - Use of a computer/assistive technology (subject to OLNA requirements where applicable)
  - Modification to environment, e.g. separate supervision, special furniture, lighting
  - Access to medication, e.g. diabetic support.

### **7. National Assessment Program and Online Literacy and Numeracy Assessment**

- 7.1** The National Assessment Program – Literacy and Numeracy (NAPLAN) is online and compulsory for all students in Years 7 and 9. The literacy assessment comprises of three tests: Reading, Writing and Conventions of Language. The numeracy assessment area includes Number and Algebra, Measurement and Geometry and Statistics and Probability across calculator and non-calculator sections. For further information, refer to the Western Australian Curriculum and Assessment Outline (NAPLAN)
- 7.2** The Online Literacy and Numeracy Assessment (OLNA) is designed to enable Year 10 students to meet the [Western Australian Certificate of Education \(WACE\) requirement](#) that students demonstrate the minimum standard of literacy and numeracy.

For further information, visit [k10outline - OLNA](#).

### **8. Missed Assessment**

Section 23 of the *School Education Act 1999* requires for every year of the student's compulsory education period (Pre-primary onwards) that the student attend the school at which they are enrolled, or participate in an educational program of the school, on the days on which it is open for instruction.

#### **8.1 Approved Absence**

**8.1.1** Students and/or parents/guardians must provide appropriate evidence (e.g. medical certificate or other documentation) to support an absence from an assessment. The school will determine the validity of the reason provided.



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**8.1.2** In the event of an approved absence for an in-class assessment task, the teacher, in consultation with the Head of Learning Area where required, may determine an appropriate course of action. This may include:

- exemption
- extension
- alternative assessment task
- estimated achievement based on available evidence (see Section 5)

**8.1.3** In the event of an approved absence for a take-home assessment task, students may be granted an extension where appropriate.

### **8.2 Unapproved absence**

**8.2.1** In the event of unapproved absence for an in-class assessment task, the student will receive a zero mark for that task.

**8.2.2** In the event of an unapproved absence prior to the submission date of a take-home assessment task, there are normally no grounds for an extension.

**8.2.3** In the event of late submission of a take-home assessment without approved grounds, the following penalty will apply:

- 5% of the total mark allocated for the assessment will be deducted per day for the first three days (including weekends and public holidays), after which the student may receive a zero mark.

**8.2.4** In exceptional circumstances, and with approval from the Associate Principal or Head of Learning Area, the teacher may determine an estimated achievement based on the student's prior performance and available evidence.

**8.2.5** The *School Education Act 1999* does not allow principals to approve family holidays during the school term. Absences for holidays during term time are therefore recorded as unapproved.

### **8.3 Extended Absence or Significant Disengagement**

Where a student has experienced extended absence or significant disengagement, the teacher, in consultation with the Head of Learning Area and Associate Principal, may determine an appropriate course of action. This may include:

- alternative evidence of learning
- adjusted weighting
- estimated achievement based on available evidence

The school is not obligated to provide an alternative assessment where sufficient evidence of learning is available to make a valid judgement of student achievement.



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### 8.4 Grounds for Extension

Students may be eligible for extension for a take-home assessment, due to extenuating circumstances. Requests must be made in writing by parents/guardians prior to the task submission data to both the teacher and the Head of Learning Area.

## 9. Special Consideration

Applications for special consideration for reasons such as religious or philosophical objections to concepts and skills being assessed must be made in writing prior to the assessment task and/or submission date, to both the teacher and Head of Learning Area.

## 10. Academic Integrity Standards

**10.1** Academic integrity, as understood by SCSA, is the commitment to act with honesty, trust, fairness, respect and responsibility in all academic contexts. Students are expected to submit work that is their own and to appropriately acknowledge the ideas and work of others

**10.2** Key Principles:

- **Honesty:** Students are expected to be truthful in their work and acknowledge all sources used.
- **Trust:** The school relies on students' honesty and integrity to build trust in the learning process.
- **Fairness:** Students should treat others fairly in their learning and assessment, ensuring a level playing field.
- **Respect:** This includes respecting the intellectual property of others, acknowledging their contributions, and valuing their perspectives.
- **Responsibility:** Students are accountable for their own learning and for ensuring that their work is original and ethically sound.

Breaches of these principles may result in penalties as outlined in Section 10.5.

**10.3** Academic Misconduct:

- **Plagiarism:** Submitting work that is not your own. Types of plagiarism include, but are not limited to:
  - Using material generated by Artificial Intelligence (AI), including generative AI tools, where this use has not been authorised by the teacher or permitted in the assessment conditions.
  - Where AI use is permitted, students must appropriately acknowledge and reference its use in accordance with teacher instructions.
  - Copying material exactly without citing the source, including from the internet or from another student without their knowledge.
  - Failing to acknowledge words, phrases, or ideas quoted or paraphrased from an original source.
- **Collusion:** Collaborating with others on work that is meant to be individual and submitting it as one's own.
- **Contract Cheating:** Using external services (e.g. tutors, online providers, or other individuals) to complete work where this assistance has not been authorised by the teacher, and submitting it as your own work.



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- **Unauthorised Assistance:** Having unauthorised materials or devices during assessments, such as notes or smart devices..
- **Breach of assessment conditions:** See Section 3.

### 10.4 Determination of academic misconduct:

Where academic misconduct is suspected, the teacher will investigate the matter and provide the student with an opportunity to respond. The teacher, in consultation with the Head of Learning Area where appropriate, will determine whether a breach has occurred.

### 10.5 If a student has demonstrated academic misconduct, the following penalties apply:

- A mark of zero for the assessment (or)
- A mark of zero for the part of the assessment where academic misconduct is identified.

## 11. Year 10 Examinations

**11.1** Year 10 examinations are school-based assessments designed to provide additional evidence of student achievement and to support examination preparedness for senior school. Examinations in Mathematics, English, Science, and Humanities and Social Sciences are conducted towards the end of each semester, as specified in the relevant course outline.

**11.2** Students will receive a personalised examination timetable that gives details about the time, date and location of each examination.

**11.3** Examinations are conducted under standardised conditions unless an adjustment has been approved in accordance with Section 6 (Equitable Access to Assessment).

**11.4** Students must adhere to the examination instructions and conditions for each assessment. Students must also comply with the Student Code of Conduct during all examination sessions. Breaches may result in an appropriate penalty.

**11.5** In the event of absence on the day of the examination, parents/guardians must submit a Sickness/Misadventure form to Student Services within three (3) school days of the missed examination.

**11.5.1** In the event of an approved absence, the school will determine an appropriate course of action. This may include exemption, alternative evidence of learning, or sitting the examination for feedback purposes at a time determined by Student Services.

**11.5.2** In the event of unapproved absence, students will receive a zero mark for the examination.