



In partnership with parents Strathalbyn Christian College aims to make known the Lordship of Jesus Christ through excellence in education to equip students for works of service ~ College Mission Statement.

Rationale

Assessment assists teachers, students and parents/guardians with:

- Monitoring student progress to meet the learning needs of all students;
- Reporting student achievement;
- Documenting modified curriculum for individuals, or groups of students;
- Whole College planning, reporting and accountability procedures.

Scope

This Policy applies to all students at Strathalbyn Christian College and is based on School Curriculum and Standards Authority (SCSA) requirements.

The Policy is separated into:

- A. Senior Secondary (Years 11 and 12)
- B. Upper Primary & Secondary (Years 5 to 10)
- C. Primary (Kindy to Year 4)

Definitions

- WACE – West Australian Certificate of Education
- VET – Vocational Education Training
- RTO – Registered Training Organisation
- SGM – Small Group Moderation
- CAP – Curriculum Adjustment Plan
- IEP – Individual Education Plan
- KLAC – Key Learning Area Coordinator
- IEC – Inclusive Education Coordinator
- Canvas – Learning Management System
- SCSA - School Curriculum and Standards Authority
- DPC – Deputy Principal Curriculum

References

Related Policy and Procedure

1. Staff Handbook
2. Family Handbook
3. Cheating, Collusion and Plagiarism Policy
4. Reporting Policy
5. Inclusive Education Policy
6. SCSA Teaching, Assessing & Reporting Policy

This Policy was last revised in June 2018 (v1.2)

This Policy was adopted in June 2014 (v1.0), revised Feb 2017 (v1.1)

Next due for review, Term 4, 2020

Policy

A. SENIOR SECONDARY (Years 11 & 12)

All students are enrolled in a combination of WACE courses. Some students also gain credit for the WACE by undertaking Vocational Education and Training (VET) Programs and/or one or more of the endorsed programs such as (Workplace Learning Employability Skills and Biblical Life and Worldview) which are offered at the College. The VET programs are delivered and assessed by a Registered Training Organisation (RTO). Some endorsed programs are delivered by College staff and the evidence of achievement is validated by the College. Others are delivered and evidenced by external providers.

This Policy covers the assessment of all WACE courses.

1. Student Responsibilities

1.1 It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date (see section relating to consequences of late submission);
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result for the unit or pair of units);
- initiate contact with teachers through Canvas 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.

2. Teacher Responsibilities

2.1 It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the WACE syllabus requirements for the course/stage;
- be involved with Small Group Moderation (SGM) for students in classes where there are less than 6 students and follow the SGM guidelines as appropriate;
- provide students with a course unit outline and an assessment outline in Canvas at the start of the course;
- ensure that all assessment tasks are in line with the curriculum taught;
- provide students with timely assessment feedback and guidance, i.e. assessments to be marked within two weeks (10 school days) of submission and returned to students;
- maintain an assessment file for each unit studied (or pair of units) and make it available for viewing by teachers, students and parents/guardians;
- maintain accurate records of student achievement using Marks in Canvas;
- meet College and external timelines for assessment and reporting;
- inform students and parents/guardians of academic progress once per term.

3. Information Provided to Students

- 3.1 At the start of each unit (or pair of units) the teacher will make available a copy of the following to each student through Canvas:
- The syllabus for the course/stage;
 - A course unit outline that includes the following information:
 - the content;
 - the sequence in which the content will be taught;
 - the approximate time to teach each section of the unit (or pair of units);
 - an assessment outline that includes the following information:
 - the assessment types;
 - the weighting for each assessment type;
 - the weighting for each assessment task;
 - a general description of each assessment task;
 - a general indication of the content covered by each assessment task;
 - an indication of the outcomes covered by each assessment task;
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

4. Assessing Student Achievement

- 4.1 In each unit (or pair of units), a number of assessment tasks occur during the semester/year (including end of semester exams):
- Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement;
 - The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the unit (or pair of units);
 - During every unit (or pair of units), 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). The criteria against which the task will be marked will also be provided;
 - 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 brief provided to the students at the commencement of the task.

5. Students With Special Learning Needs

- 5.1 Students with a special education need will have assessments (written, practical and school examinations) modified. These modifications will be consistent with those provided by SCSA. For WACE examination candidates, modifications depending on the individual student's needs can include special equipment, provision of a scribe, or additional time. These modifications will be clearly documented in a Curriculum Adjustment Plan (CAP) or Individual Education Plan (IEP) as required and will be coordinated by the Inclusive Education Coordinator (IEC).
- 5.2 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 as indicated in the CAP or IEP.

6. Modification Of The Assessment Outline

- 6.1 When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with student, parent/guardian, the Key Learning Area Coordinator (KLAC) and the IEC. An IEP will be developed showing any modifications to the assessment outline for the unit (or pair of units).
- When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with parents/guardians and their KLAC;
 - When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and parent/guardian, 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;
 - If circumstances change during the teaching of a unit (or pair of units), requiring the teacher to make adjustments to scheduled assessment tasks, then an updated copy of the assessment outline will be provided to students clearly indicating the changes in Canvas.

7. Completion Of A Course Unit

- 7.1 A grade is assigned for each unit (or pair of units) completed unless, for reasons acceptable to the College, the student is not able to complete enough assessment tasks to provide the College with sufficient evidence to enable a grade to be assigned.
- 7.2 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.
- 7.3 Unless there is a reason that is acceptable to the College, failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student either:
- receiving a lower grade than expected at the end of the unit or pair of units (if the reason for non-completion/submission is not acceptable to the College); **or**
 - receiving a U (Unfinished) notation instead of a grade.
- 7.4 For an out-of-class assessment task, where the student does not provide a reason which is acceptable to the College, then one of the following penalties, or equivalent, will 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).
- 7.5 Where a student is likely to experience difficulty meeting a deadline, parents/guardians must contact the teacher at the earliest opportunity **before** the due date.
- 7.6 For a missed in-class assessment task, where the parent/guardian **does not** provide a reason which is acceptable to the College, the student will receive a mark of zero.
- If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the unit (or pair of units) and to negotiate a solution.

8. Cheating, Collusion and Plagiarism

- 8.1 Students shown to have cheated, colluded or plagiarised (see separate Cheating, Collusion & Plagiarism Policy for definitions) in assessed work, or in an examination, will not receive a grade for that task.
- 8.2 Cases of suspected cheating, collusion or plagiarism will be dealt with as appropriate by the class teacher in consultation with the Deputy Principal Curriculum (DPC).
- 8.3 Students may be asked to resubmit any assessment in which they were found to be cheating, colluding or plagiarising at the discretion of the teacher and the DPC.
- 8.4 Students will be required to complete a Collusion and Plagiarism – Student Declaration Form which must be appended to any piece of work that is submitted for summative assessment.

9. Security of Assessment Tasks

- 9.1 Where there is more than one class studying the same unit at the College, **most or all of the assessment tasks will be the same**. Likewise, within a SGM group. 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 other classes until all classes have completed the task.
- 9.2 Discussion of questions by students, outside of the guidelines given in 9.1 above, will be treated as cheating and students will be penalised.
- 9.3 Where the College uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

10. Transfer Between Courses/Units

- 10.1 When a student commences a unit (or pair of units) late they are at risk of being disadvantaged compared to others in the class. An application to transfer between courses or units is made through the Student Pathways Coordinator. A subject change form is to be completed by parents/guardians before any course change is considered. A meeting will be held with the student to discuss their progress and the requirements necessary to be assigned a grade in the unit (or pair of units) into which they wish to transfer. Parents/guardians will be consulted during this process.

The school recommends that the following deadlines be adhered to for course/unit changes:

- Friday of Week 4 of Term 1 for all Semester 1 units;
- Friday of Week 2 of Term 3 for all Semester 2 units;
- Under exceptional circumstances, changes may be made one week before the SCSA deadline.

- 10.2 When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from completed assessment tasks will be used where they are appropriate for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

- 10.3 Where additional work and/or assessment tasks are necessary, the course teacher may develop a plan showing the work to be completed and the modifications to the assessment outline. Any such plan will be discussed with the parent/guardian and provided to the student.

11. Transfer From Another School

- 11.1 It is the responsibility of the parent/guardian of any student who transfers into a class from the same course at another school to provide the College with evidence of all completed assessment tasks. The DPC will contact the previous school to confirm the:
- part of the syllabus that has been taught;
 - assessment tasks which have been completed;
 - marks awarded for these tasks.
- 11.2 In consultation with the teacher, the relevant KLAC responsible for the course 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 others at Strathalbyn Christian College];
 - the additional work, if any, to be completed;
 - the additional assessment tasks, if any, to be completed to enable a grade to be assigned.
- 11.3 Where additional work and/or assessment tasks are necessary, the course teacher will develop a plan showing the 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. Reviewing Marks and Grades

- 12.1 If a student (or parent/guardian) considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a unit (or pair of units) they should, in the first instance, discuss the issue with the teacher.
- 12.2 If an assessment issue cannot be resolved through discussion with the teacher, then the student (or parent/guardian) should approach the KLAC of the course.
- The student (or parent/guardian) can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:
 - the assessment outline for the unit (or pair of units) 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/s and/or grade/s;
 - computational errors have occurred in the determination of the mark/s and/or grade/s.
- 12.3 The DPC, 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, teacher and parent/guardian.
- 12.4 If this review does not resolve the matter, the student, or parent/guardian, may appeal to SCSA using an appeal form, which is available from the DPC. Authority representatives will then independently investigate the situation 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 marks and/or grades and reissue reports as necessary.

13. Acceptable Reasons For Non-Completion Or Non-Submission

- 13.1 The penalty for non-completion or non-submission of an assessment task will be waived if a parent/guardian provides a reason which is acceptable to the College. For example:
- where sickness, injury or significant personal circumstance prevents a student attending on the day that an in-class assessment task is scheduled;
 - where sickness, injury or significant personal circumstance for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.
- 13.2 In such cases the parent/guardian must:
- contact the College before 9.30am on the day; **and**
 - provide either a medical certificate or a letter of explanation immediately upon return of the student to school.
- 13.3 Where the parent/guardian 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 to school); **or**
 - decide on an alternative assessment task (if, in the opinion of the teacher, the original assessment is no longer valid); **or**
 - re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned); **or**
 - statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.
- 13.4 Where a Year 11 student has not had the opportunity to demonstrate achievement of course outcomes, a U grade may be awarded. This may be converted to a grade upon subsequent completion of alternative assessments in Semester 1 of the following year.
- 13.5 Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test).
- 13.6 Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate development of a plan with the DPC. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each unit (or pair of units).
- 13.7 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 DPC of modifications to the task requirements and/or the assessment outline, including the due date.

14. School Examinations

- 14.1 Written examinations will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. Externally Set Tasks (EST) are held for Year 12 General courses and moderated by SCSA. Examinations will be scheduled where considered appropriate by the College. Exams or EST are included in the assessment outline for the unit/s.
- 14.2 A practical/performance/oral exam will also be held in those courses with a practical, performance or oral WACE examination.
- 14.3 Examinations are typically 2 or 2.5 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable is issued to students two weeks before the start of the exam period. The examination rules are on the reverse of the exam timetable. Exam timetables are also emailed to parents/guardians.
- 14.4 The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline for the course.

15. Retention Of Records In Case Of Appeal

- 15.1 Strathalbyn Christian College is required by SCSA to retain subject documentation in the school for a limited time for all Upper School courses, for Years 11 and 12.
- 15.2 This includes storage of:
 - subject outlines and syllabi;
 - assessment programmes in Rubicon Atlas;
 - assessment records, including student assessments (in Canvas and assessment files);
 - a copy of any document that contains student marks (e.g. annotated notes, diaries etc.) in the DPC's office at the end of the year, so they may be readily accessed if required in an appeals process.

Note: It is not sufficient to rely on the teacher's own records, as situations may arise when the teacher is away from school when grades are confirmed, or an appeals investigation is being conducted.
- 15.3 It is essential that all student work used for assessment purposes be retained by staff:
 - Assessments must be kept in assessment folders, readily available for students and teachers to access student work;
 - Students may request to have a copy of their assessment pieces;
 - Retention of subject records allows for access to student work samples should the need arise for moderation activities such as school visits, consensus meetings and confirmation of proposed grades;
 - Retention of subject records is also useful in the maintenance of internal standards from one year to the next, enabling reference to be made to past performance.
- 15.4 Staff are to provide the copies of assessments in the expandable document files (available from the DPC) in named student alphabetical order. All of this material is to be given to the DPC at the end of each academic year.
- 15.5 Year 11 and Year 12 work samples must be retained until the end of February of the year following graduation.

B. UPPER PRIMARY & SECONDARY (Years 5 – 10)**1. Assessment**

- 1.1 Year 5 to 10 assessment is set by the College and should be checked against School Curriculum and Standards Authority Curriculum and Assessment Outline at <http://k10outline.scsa.wa.edu.au>
- 1.2 Students will be assessed against the WA achievement standards for the year level, using the WA judging standards as a guide and points will be allocated for assessed tasks in Canvas.
- 1.3 A final grade will be allocated at the end of each semester based on the teacher's judgement of the student's overall work using the standards.

2. Student Responsibilities

Students must:

- 2.1 Complete the prescribed assessments in each subject by the due date. Details follow in a later section about procedures.
- 2.2 Complete all assessment tasks described in the subject outline or programme, unless justifiable circumstances exist, and save a copy in Canvas e-portfolio, where applicable, and/or a hardcopy in an assessment folder;
- 2.3 Maintain a good record of attendance, conduct and progress. A student who has attendance under 80% is deemed at risk.
- 2.4 Catch up with assessments missed due to absences.

3. Parent/Guardian Responsibilities

Parents/Guardians are expected to:

- 3.1 Provide a supportive home environment.
- 3.2 Assist students with work where possible (but not do it for them).
- 3.3 Check Canvas and e-portfolios regularly.
- 3.4 Initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment.
- 3.5 Provide medical certificate or note, as appropriate, to cover absences during which assessments are missed for justifiable reasons.
- 3.6 Follow up with teachers if questions arise.

4. KLAC responsibilities

- 4.1 KLACs are to ensure that programmes are completed and entered into Rubicon Atlas and Canvas by due dates. KLACs must notify the DPC if programme deadlines have not been met by teachers.
- 4.2 Ensure that an assessment folder is maintained with all marked assessments, including task sheets and marking rubrics, available on parent/guardian request and for parent/guardian interviews.

5. Teacher responsibilities

Teachers must:

- 5.1 Develop a teaching and learning programme that adheres to the current SCSA and College guidelines.
- 5.2 Cater for student needs by differentiating and modifying programmes according to IEP or CAP requirements.
- 5.3 Provide students with more than one opportunity to demonstrate achievement of the outcomes at the highest reasonable level or requirements of the course.
- 5.4 Make available to each student, via Canvas, a subject overview, copy of the syllabus if appropriate, and assessment outline at the beginning of the course. This applies to all secondary subjects.
- 5.5 Provide KLACs with a copy of all subject overviews, syllabus and assessment guidelines before the end of Week 3 of each Term, unless yearly programmes have been submitted in the first instance. Ensure that copies of all these documents are in Rubicon Atlas by the due date/s.
- 5.6 Manage the assessment schedule and ensure that all assessment tasks are in line with the curriculum taught.
- 5.7 Give students at least one week's warning of assessments.
- 5.8 Ensure that students who miss assessments for justifiable reasons are given an opportunity to complete them.
- 5.9 Provide students with details of any changes made to the subject overview or assessment process should they occur and submit to Canvas.
- 5.10 Ensure that assessments are fair, valid, reliable and comparable according to SCSA requirements.
- 5.11 In Years 5 and 6, where there is more than one class of a subject, internal comparability is to be managed by using a common teaching and assessment programme, including common assessments with common marking keys, collaborative marking or by having one teacher mark all of a particular assessment.
- 5.12 Provide students with timely assessment feedback and guidance i.e. assessments to be marked within two weeks (10 school days) of submission and returned to students.
- 5.13 Maintain accurate records of student achievement and assessment, entering them as appropriate into Canvas Marks in a timely way.
- 5.14 Keep a hard copy of each completed assessment in a student file:
 - **Years 5-10:** Ensure assessments are saved in the student Canvas e-portfolio and/or keep a hardcopy in an assessment folder, according to Key Learning Area requirements;
 - **Year 5-6:** Hardcopy portfolios should be sent home for parents/guardians to view once a term.

- 5.15 Meet College timeframes for assessment and reporting.
- 5.16 Inform students and parents/guardians of student progress at least once per term, as appropriate, by email through Canvas. Phone calls or face to face contact must be recorded in Sentral under Wellbeing/Notes.
- 5.17 Ensure that out of class assessments are authenticated (see the later section on this subject).
- 5.18 Ensure equitable assessment in group work situations (see the later section on this subject).
- 5.19 Advise parents/guardians when assessments are missed for no justifiable cause and the consequences thereof.

6. Scheduled Assessment Tasks

- 6.1 A scheduled assessment task can include a summative assessment, a task, an assignment, an in-class assessment, an excursion or any other form used to determine student performance.
- 6.2 Should it be deemed necessary to repeat an assessment, then adequate warning must be given, and a different but equivalent form of the assessment should be used.
- 6.3 Assessments must be completed on the prescribed date or time, except for a justifiable reason covered by a medical certificate or communication from a parent/guardian, or if an extension has been granted. Communication means a message through Canvas between the teacher and parent/guardian, or a phone call.
- 6.4 Should a student miss an assessment or not submit an assessment by the due date, then, unless there is a justifiable reason, the following applies:
 - Tests or in class assessments will be completed as soon after return to College as is possible.
- 6.5 Assignments will attract the following penalties or equivalent if not handed in on the due date:
 - One day minus 1 point
 - Two days minus 2 points
 - Three days minus 5 points
 - Four or more days no mark
- 6.6 Late assignments or homework will result in a Homework Infringement being issued according to the College guidelines.
- 6.7 Course completion requires that tasks and assignments are completed. Where an assessment is late and will receive reduced or no marks, that will affect the final grade.
- 6.8 Parents/guardians will be informed about actions taken regarding missed assessments.

7. Justifiable Reasons for Absences

- 7.1 Justifiable reasons for absences include:
 - Sickness;
 - Appointments that cannot be made at any other time;
 - School excursions, camps or outings;
 - Family circumstances that cannot occur at another time;
 - Other circumstances, at the discretion of a Deputy Principal.

8. Absence from Class and Missed Work

- 8.1 If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence will result in lower levels of achievement and students who have an attendance rate of less than 80% are considered to be “at risk of non-completion” of their courses.
- 8.2 Absences may result in a student not fulfilling the requirements of a subject and thus being deemed as unable to be assessed. If a teacher believes a student is at risk, they must notify both the parents/guardians and DPC.
- 8.3 Where possible the College will enable students who miss assessments for justifiable reasons (e.g. long term illness) to complete an alternative assessment programme.

9. Inability to Complete Assessment Tasks Due to Injury or Illness

- 9.1 On provision of a medical certificate, a student whose assessment is affected by illness or injury may be offered alternative methods of assessment.
- 9.2 Assessment may be:
- Completed at a later date;
 - Completed in a way that allows a student to demonstrate knowledge and understanding by using alternative methods such as recording, oral, interview or observation.

10. Prolonged Absence

- 10.1 Extended absences may affect course completion and a recommendation may be made to parents/guardians to repeat a year or complete material outside College time, depending on the nature of the absence.

11. Issues Related to Assessments

- 11.1 Where a student is absent for an assessment, the following steps must be taken:
- Parent/guardian to provide communication (see 6.3 above) or a medical certificate to the subject teacher to provide a justifiable reason, preferably in advance;
 - Students to arrange with the subject teacher, at the first class period on return, to complete or hand in the assessment during their own time, or at a time negotiated with the teacher.
- 11.2 The failure of parents/guardians to communicate does not excuse the student from the responsibility of organising a time for missed assessments to be completed.
- 11.3 Extensions to dates due may be granted at the discretion of the subject teacher providing the request is made before the due date.
- 11.4 Where a student consistently does not achieve the results expected of them, or repeatedly does not submit assessments, then at the discretion of the DPC, recommendation may be made that they repeat the year. Staff should make recommendations to this effect to the DPC prior to the final report being issued.
- 11.5 The DPC has discretion to vary the above conditions in justifiable cases.

12. Out of Class Assessments

- 12.1 Where assessments are completed out of class, the teacher will authenticate the task by using one or more of the following:
- Require that the student submit work in Canvas to indicate evidence of the assessment development. This may include: log books, journals or drafts;
 - Use unseen assignment questions given in class with open access to assignment notes;
 - Have assignment questions completed out of class with level of achievement measured by an in-class assessment on key ideas covered by the assignment;
 - Use prepared assignment questions researched out of class but completed in class;
 - Have regular interaction and discussion between student and teacher on the project being completed over an extended period of time, especially if the teacher has concerns;
 - Have assignments completed partly at home and partly at the College allowing teachers to validate out of class work.

13. Students Working In Groups

- 31.1 Students may be assessed while working as a group:
- Students must be advised of the basis of assessment, including whether all students receive the group mark or whether consideration is given to the different amount of work each student does in the group;
 - Students must be given the right of appeal of marks given in this type of assessment if they believe they have been adversely affected by the performance of other students.

14. Changing Subjects (Years 9 and 10)

- 14.1 All elective subject changes are dependent upon the ability of the College to provide for the changes and must have parental/guardian support. Subject changes must be arranged through the Student Pathways Coordinator.
- 14.2 Generally, students cannot be given credit for work not completed in a subject as the result of a subject change, however the following points apply:
- Students will be given the opportunity to complete assignments missed and gain credit;
 - Alternative assessment tasks may be given to allow demonstration of outcomes within the time constraints;
 - Recognition of comparable achievement will be given where possible to gain credit;
 - Deadlines for changing subjects:
 - Generally, this means that all subject changes must be made by the end of week 4 of Semester 1 and week 4 of Semester 2;
 - The DPC has authority to vary this;
 - Where a student joins Strathalbyn Christian College during the year from another West Australian school, credit for the completion of work in the same subjects will be given upon the student and/or previous school supplying appropriate evidence.

15. Cheating, Collusion and Plagiarism

- 15.1 Students shown to have cheated, colluded or plagiarised (see separate Cheating, Collusion & Plagiarism Policy for definitions) in assessed work or in an examination will not receive a mark for that task.
- 15.2 Cases of suspected cheating, collusion or plagiarism will be dealt with as appropriate by the class teacher in consultation with the DPC.
- 15.3 Students may be asked to resubmit any assessment in which they were found to be cheating, colluding or plagiarising at the discretion of the teacher and the DPC.

16. Examinations

Generally only students in Years 7 to 10 will have examinations.

16.1 Regulations:

When attending examinations, students must adhere to the rules that pertain to that examination.

- Rules will be issued with the exam timetable.
- Infringement of exam rules will result in an appropriate penalty.

16.2 Attendance:

- Students should attend scheduled examinations. Absence is to be dealt with according to the outline provided earlier in this document;
- Special arrangements may be made for exceptional circumstances through the DPC.

16.3 Security of Assessments:

- All copies of exams will be securely held in the office of the DPC and collected from there just prior to the start of an examination;
 - Should a test or exam be a common one, to be used by other students in other local schools, then arrangements should be made to schedule the assessments on the same day where possible, or within as short a time as possible.
- Assessments should not be used from one year to the next unless staff can be certain that students will not be advantaged by having access to past copies of the assessments;
- Other types of “unseen” assessments will be held in a secure place by staff until they are to be used.

17. Students with Special Needs

17.1 The College will ensure that students with special needs are catered for in an appropriate way within the resources of the College and as far as possible within SCSA or student educational specialist guidelines.

17.2 Solutions will vary from student to student because of the varied nature of disability and learning difficulties.

17.3 Alternative strategies may include:

- Providing extra working and/or reading time during assessments, in line with recommendations from the IEC and/or student educational specialists;
- Allowing the use of a scribe or reader, a laptop computer, or use of oral assessment, where appropriate, upon advice from student educational specialists;
- Allowing extra time to complete assignments in line with recommendations from the IEC and/or student educational specialists;
- Consulting with educational specialists regarding alternative, appropriate tasks.

17.4 Students with special needs have the right to reject offers of alternative assessment strategies but should understand the potential consequences of such a rejection on their final results.

17.5 Provision for students with special needs will take place in consultation with IEC, staff, students, parents/guardians and specialist advisors. The purpose is to provide as much opportunity as possible for the individual to achieve the defined performance criteria.

17.6 In consultation with the KLAC, IEC and DPC, a teacher may recommend a modified curriculum for an individual student or a group of students.

- Parents/guardians and the student must be consulted and must agree to any modified curriculum being implemented;
- Students will be assessed and reported on according to the modified curriculum.

18. Assessment Review

- 18.1 Students and parents/guardians may request a review of any assessment if they have reason to believe that the results are not a true reflection of student work based on the marking criteria. The request is to be:
- In writing;
 - Within ten (10) school days of the date the assessment is returned to the student.

19 Retention of Student Assessments

- 19.1 Assessments for Years 5 and 6 are retained by the teacher in portfolios, which are sent home with students once per term, then returned to school after parents/guardians have signed them. At the end of the year, portfolios are given to students to take home.
- 19.2 A copy of assessment cover sheets (Years 7-10) must be retained by the teacher for record purposes during the year.
- 19.3 Student records will be retained from year to year in Canvas Marks to allow tracking of student achievement and verification of levels.

20 Exceptional Circumstances

- 20.1 The DPC or the Principal has the discretion to vary any aspect of the above Policy should it be demonstrated that exceptional circumstances exist.

C. PRIMARY (Kindergarten to Year 4)

1. Kindergarten

- 1.1 In relation to Kindergarten, “belonging, being and becoming” is part of the Early Years Learning Framework (EYLF) which describes the principles, practices and outcomes essential to support and enhance Kindy students’ learning, as well as their transition to school.
- 1.2 Students in Kindergarten will be assessed according to EYLF guidelines and formally reported on once a year.
- 1.3 During a special morning tea, at the beginning of Semester Two, parents/guardians will have an opportunity to meet with the teacher and discuss their child’s learning journal from Semester One.
- 1.4 Parents/guardians may view their child’s learning journal at any time, upon request of the class teacher.
- 1.5 Make available to each parent/guardian, via Canvas, a subject overview, copy of the syllabus, and assessment outline at the beginning of the year.

2. Pre-Primary to Year 4

- 2.1 Students will be assessed against the WA achievement standards for the year level, using the WA judging standards as a guide. Points are allocated for assessed tasks.
- 2.2 A final grade will be allocated at the end of each semester, based on the teacher’s judgement of the student’s overall work using the standards.
- 2.3 Assessment:
 - Teachers ensure that assessments enable students to demonstrate their knowledge, understanding and skills in relation to the year-level achievement standard;
 - Teaching programmes should be carefully constructed to enable judgements to be made about student progress in ways that contribute to ongoing learning;
 - Is to be an integral part of lesson planning and should reflect the teaching and learning outcomes programmed;
 - The rubrics and marking keys that are used should reflect what is taught and provide evidence of student learning;
 - May be formative or summative, but overall must include both;
 - Should inform reporting using judging standards as a guide;
 - Should alter teaching practice if necessary.
- 2.4 Assessment Practice:
 - Make available to each parent/guardian, via Canvas, a subject overview, copy of the syllabus, and assessment outline at the beginning of the year;
 - Grades according to the Reporting Policy are assigned using the achievement descriptors, assessment pointers (judging standards) and annotated work samples;
 - Teachers must maintain accurate records of student achievement and assessment entering them as appropriate into a Markbook;
 - In Years 1-4 the Markbook should be retained by the KLAC of the area for at least one year following each school year.
- 2.5 Hard copy portfolios should be sent home for parents/guardians to view once a term.

Document Control and Tracking Register								
Document writing/ amendment/ updating				Review		Issue/ distribute		
Vers.	Author	Date	Purpose	Final Approval	Date	Publisher	Location	Date
1.1	F. Davidson	10/02/17	Text revised and amended throughout by DPC & KLACs	Staff	23/2/17	F. Davidson	Sentral, Policy Folders (Admin + Staff Room)	16/3/17
1.2	S. de Lange, B. Buckley	21/06/18	Policy Revised with text amendments	Senior Exec	22/08/18	F. Davidson	Complispace	22/08/18