



Cape Naturaliste College Year 7-10 Assessment and Reporting Policy

The Assessment and Reporting Policy reflects the principles and practice of assessment and reports set down by the School Curriculum and Standards Authority (SCSA).

Teachers make judgements about student achievement using a variety of assessment tools such as marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance, and working in groups.

Academic achievement is reported in grades from an 'A' to an 'E' where:

- A = Excellent Achievement
- B = High Achievement
- C = Satisfactory Achievement
- D = Limited Achievement
- E = Very Low Achievement

1. REPORTING PROCEDURES AND RESPONSIBILITIES

Informal Reporting

Teachers make judgements about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

- Information sheets explaining performance on tests or Common Assessment Tasks;
- Emails, phone calls, notes and letters home; and
- Discussion with students in class.
- Assessment results are also available via Connect

School position reports for individual students showing their achievement in relation to other students in the school are available upon request.

Interim Reports

Interim Reports are emailed to parents of students in Year 7-10 at the end of Term 1, while, parents are encouraged to contact individual teachers at any time to discuss their child's transition to high school. Parent Evenings for Lower School students are held in Term 3, and are advertised through email, the College website and Connect. Task Mark Reports are also available to parents, prior to the Term 3 Parent Night. At any stage of the year, a parent can request an informal progress report through the Year Coordinator.

Formal Reports

In accordance with policy requirements, teachers report to parents formally each semester using grades. These are standardised reports identical for every school reflecting the Department of Education priority of a common approach to reporting. Semester 1 reports give an indication of the progress a student is making in each learning area, with Semester 2 reports indicating the final grade for that learning area for the year. Year 10 students who have completed OLNA testing (Online literacy and numeracy assessment), will also have their results published on their Semester 1 and Semester 2 reports.

Student academic achievement is reported in grades from A-E in the learning areas studied, as well as students' attitude, behaviour and effort. The report also has provision for teacher comment.

In addition, Year 7 and Year 9 students are issued with a separate report giving important information on their performance in spelling assessment and national tests in literacy (language conventions, writing and reading) and numeracy (NAPLAN).

1.1 REPORTING RESPONSIBILITIES

It is a student's responsibility to:

- Be aware of the grades they have achieved and plan to improve these grades, with teacher guidance;
- Maintain a good record of attendance, behaviour and progress;
- Initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment; and
- Complete class work, homework, tests and assessment tasks.

It is a teacher's responsibility to:

- Develop a learning program consistent with the outcomes of the Western Australian Curriculum;
- Provide students with a subject overview and details of assessment;
- Ensure that assessments are fair, valid and reliable;
- Maintain accurate records of student achievement and assessment;
- Inform students and parents of academic progress on a regular basis;
- Advise parents via phone, email or similar if a student's performance is lower than expected or has changed significantly over the course of a term
- Create Assessment Outlines using Reporting to Parents
- Record student results using Reporting to Parents and notify parents when assessment results are available using Connect.

In addition teachers are expected to create assessment task information (such as task cover sheets) for summative assessments including:

- A description of the task (including presentation format if applicable)
- Weight and/or mark allocation (if task is in parts)
- Due dates (including any class time allocated)
- Conditions for the task to be completed
- Learning outcomes being assessed
- Specific criteria for student achievement
- Links to classroom learning/content (if applicable)

It is a parent's responsibility to:

- Provide information about students with physical impairment/learning difficulties on enrolment so that a student's special needs can be discussed to ensure that the school can provide the most appropriate program;
- Keep the school up-to-date with information about a student's learning strengths and weaknesses;
- Contact classroom teachers via email or telephone, if concerned about a particular subject;
- Contact the Year Coordinator, Learning Support Coordinator or Associate Principal as soon as possible, if they are aware of a problem with their child's academic, social or emotional needs. Early identification is vital particularly where students are diagnosed with a learning disability or difficulty; and
- Make appointments with teachers for parent nights and at other times as needed.

For some students, the college will develop an individualised special education needs report (SEN) based upon a student's individual education plan in consultation with the parents/carers.

2. LATE OR UNSUBMITTED ASSESSMENT

This section relates specifically to circumstances where a student has been present for an assessment, but will not or has not submitted the assessment by the due date.

2.1 NEGOTIATION OF CHANGES IN ASSESSMENT DEADLINES

Where possible, subject teachers will attempt to negotiate assessment deadlines – taking into consideration general student workload, the extent of the assessment, and other circumstances as deemed appropriate.

In circumstances where it becomes clear to a student that they are unlikely to be able to submit/complete an assessment by the due/scheduled date, they should **immediately** discuss the matter with their subject teacher. Where appropriate, this discussion should take place when at least **25% of the assessment working time remains**.

Specifically, students should not attempt to negotiate extension of a due date for an assessment on the day that the assessment is due.

Where the subject teacher considers that an appropriate reason for an extension has been provided and appropriate progress on the assessment has been achieved, the teacher may grant an extension. When discussing an extension of an assessment deadline with a subject teacher, students are required to provide **evidence** of progress made thus far.

Refer to the flow chart in [Appendix 1](#) for further details of the process for negotiating extensions of assessment deadlines.

2.2 EXTENSIONS

It is the students' responsibility to seek extensions BEFORE the due date (Please refer to Section 2.1 for details). Extensions will normally be given for sickness and other genuine reasons only. Without an approved extension, a penalty for late work will be applied. All Learning Areas will have assessment schedules published at the start of the term and these can be found on Connect. Teachers will discuss deadlines with students when providing the subject assessment program and specific tasks.

2.3 PENALTIES

In the reporting process, grades in Years 7-10 are used to reflect the level of achievement by students in each subject. The grades can be determined by a range of means depending on the nature of the subject. In the case of some learning areas where marks are used, penalties will occur where marks will be deducted for late work or work that is not submitted.

Students may also be required to complete unfinished assessments during lunch/recess breaks.

As teachers make professional on-balanced judgements of student achievement based on evidence provided, teachers will use this professional judgement, taking into consideration all aspects of what work the student has completed, when applying penalties for work either not submitted, or work submitted late. Work must still be submitted by students for teachers to be able to validate their on-balanced judgement.

Failure to submit any assessment will impact significantly on the level of achievement awarded by the teacher and may also impact on that Student's Good Standing. (Please refer to the CNC Good Standing policy for further information)

4. MISSED ASSESSMENT

4.1 GENERAL

If students are absent for any period and do not complete any aspect of the prescribed work, the final result may be considerably reduced. Credit cannot be given for work not completed or class time not experienced.

Extensive absences are likely to result in students not satisfactorily meeting the requirements of the educational and assessment program of a subject and as a result, a much lower level of achievement will be the result.

Potential achievement will not be considered.

It is the student's responsibility to discuss with their teacher, assessments missed during absences and to negotiate satisfactory completion.

4.2 EXTENDED ABSENCE

The school is not able to maintain a teaching and assessment program for students if they plan to be absent for lengthy periods. Teachers will normally provide "catch up" work for short periods of absence.

4.3 LATE STUDENT TRANSFER OR ENTRY INTO A SUBJECT

Credit cannot be given for work not done in any new subject. On entering a subject late, students will be given the opportunity to complete assessments, which were completed prior to entry into the subject. Where assessments were completed prior to entering the subject, the teacher may choose to provide the student with alternate assessments. If students do not take the opportunity to complete missed assessments or teacher prescribed alternatives, they will not meet the subject requirements and this may impact on their chances of obtaining a level of achievement comparable to their ability.

4.4 CREDIT FOR WORK COMPLETED AT OTHER SCHOOLS

Credit for work completed in a previous school in the same subject will be awarded on production of evidence (e.g. reports, marked assignments, test papers etc.) It is the students' responsibility to produce this for teachers.

4.5 ABSENCE FROM SCHEDULED CLASS ASSESSMENT TASKS

Teachers will give prior notice of **one week** for all assessments to be conducted during class time.

Absence from such assessments is considered significant.

Students will be permitted to complete missed assessments (or an alternative assessment) where one of the following provides a legitimate reason of a student's absence during a scheduled assessment:

- Medical Certificate
- Letter from parents
- Phone call or email from parents

Failure to follow these procedures may result in penalties being applied.

4.6 ABSENCE WHEN AN ASSESSMENT IS DUE

Students, or parent/carer are required to contact the subject teacher in circumstances where the student will be absent on the date an assessment is due. The teacher will consider the circumstances and negotiate for the assessment to be submitted on time by alternate means or for the assessment to be submitted at the next available opportunity.

Failure to follow these procedures may result in penalties being applied.

4.7 REPEATED ABSENCE RELATED TO ASSESSMENT

Where a teacher considers that repeated absences have affected the completion or timely submission of assessment tasks, one or more of the following actions may be taken:

- penalties for lateness may be applied in line with **Section 2.3** of this policy;
- a **Medical Certificate** (for illness) may be requested to explain each repeated absence;
 - where applicable, a **letter from parents** may be requested explaining the circumstances of the absence.
 - a parent meeting may be requested to discuss the detrimental effect of repeated absences on assessments; and
 - a review by the Head of Learning Area of a student's continued status within the affected subject. This may result in the student receiving a much lower final level of achievement in the subject.

5. BREACHES OF ASSESSMENT PROTOCOL

5.1 CHEATING

Cheating is regarded as an action which provides an unfair advantage in the completion of an assessment. Actions regarded as cheating include, but are not limited to:

- Gaining a copy of an assessment prior to its release for completion.
- Gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage in completion.
- Talking or communicating during a silent assessment, (tests and examinations)
- Using communication and/or information technology not approved for use during an assessment.
- Presenting a response to an assessment which is not your own work.

If students are shown to have cheated in any assessed work or in examinations they will receive no credit for that assessment and parents/carers will be contacted.

5.2 PLAGIARISM

Assigned or other work, which is not a student's own but is presented as such will not be accepted. The submission of work which is not a student's own in a subject may result in no credit for that assessment being awarded or a request to re-submit the assessment, with parents being contacted.

5.3 REFERENCING

All student responses to assessment tasks that contain the work of others must be correctly referenced. Further, a Bibliography must be provided where a range of texts and resources have been used for information if this is a requirement of the assessment task.

APPENDIX 1 – PROCESS FOR EXTENSION OF DEADLINES ON ASSESSMENT

