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|  | PINJARRA SENIOR HIGH SCHOOLREVISED ABRIDGED ASSESSMENT POLICYApril 2020 |
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# Introduction

This policy has been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The original PSHS assessment policy has been revised and abridged in light of the current pandemic and the changes to schooling as we adopt a distance learning model.

A key feature of the assessment policy is that assessment procedures must be valid, fair, educative and allow discrimination among students across the full range of ability levels. Valid and fair assessments will take into account students’ varied circumstances as well as their varied access to technology and online platforms.

The policy is provided to all Senior Secondary students attending Pinjarra Senior High School. The policy is based on School Curriculum and Standards Authority (SCSA) requirements as found in the current WACE Manual available at <http://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual>

Pinjarra Senior High School has high expectations of the Year 11 and 12 student body. It is our aim for staff, students and parents to work together in order to allow students to maximise opportunities to successfully complete their courses and their assessment program, including any necessary adjustments made as per SCSA guidelines.

This policy covers the assessment of all WACE courses at Foundation, General or Australian Tertiary Aggregate Ranking (ATAR) level, as well as endorsed courses and Vocational Education and Training (VET) Units of Competency (UoC).

# Types of Assessment

Information collected to establish where students are in their learning can be used for formative purposes (assessment for learning) because it is used to inform subsequent teaching and for summative purposes (assessment of learning).

## Formative Assessment

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student understanding and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) that focuses on the details of specific knowledge and skills that are being learnt. During the current pandemic, many of the assessments students will be asked to complete will be formative in nature and will be authenticated at a later data with a validation test.

## Summative Assessment

Summative assessment involves assessment procedures that aim to measure students' learning after completion of a unit of work or at the end of a term or semester. The aim of this type of assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable. Summative assessments are invariable completed under supervision in ‘test’ conditions.

# Responsibilities

## Student Responsibilities

Students are expected to:

* Attempt and submit all assessment tasks by the due date.
* Initiate contact with teachers concerning absence from class, missed assessment tasks, requests for extension and other issues pertaining to assessment.

## Staff Responsibilities

Teachers are expected to:

* Develop a teaching/learning program and assessment schedule that adheres to current School Curriculum and Standards Authority - WACE curriculum.
* Provide students with a course outline and an assessment outline that adheres to current guidelines at the commencement of the course.
* Ensure that assessments are an integral part of teaching and learning; educative; fair; designed to meet specific purpose/s; lead to informative reporting; lead to school-wide evaluation processes; provide significant data for improvement of teaching practices.
* Safeguard the authenticity of learning by ensuring that summative assessments will be supervised and used to validate learning that occurs at both school and elsewhere.
* Provide ongoing, specific and timely feedback to students.
* Inform students and parents of academic progress as appropriate and in a timely manner, including failure to submit or complete a task on time.
* Comply with external comparability, course meeting and professional development requirements of the School Curriculum and Standards Authority
* Be involved in internal comparability processes where more than one teacher is teaching the course within the school.
* In consultation with the Head of Learning Area and Senior School Coordinator, inform parents in a timely manner, of any student who is deemed at risk including for attendance, engagement in class, non-submission of work, performing below expectation or achieving below a C grade standard.

## School Responsibilities

The School is expected to:

* Have a senior secondary assessment policy based on the School Curriculum and Standards Authority’s assessment guidelines
* Implement appropriate assessment and grading practices, and provide procedures for managing assessment information
* Participate in the School Curriculum and Standards Authority moderation procedures
* Provide data to the School Curriculum and Standards Authority in accordance with agreed formats and timelines
* Implement assessment review and appeal processes

# Submission of Work

## Failure to Complete or Submit Work

* When an assessment task has not been submitted by the due date, the teacher will notify parents.
* If a student does not complete the assessment requirements for a course unit or subject and the reasons for non-completion are *acceptable* to the school, then the following assessment strategies may apply:
	+ providing an alternative assessment task
	+ extension of time for submission
	+ removing the requirement to complete an assessment from the individual student assessment schedule, adjusting the possible mark accordingly
* If a student has been provided with the opportunity to complete the assessment requirements for a course unit but does not use this opportunity for reasons that are *not acceptable* to the school, consequences may include:
	+ teachers will make their judgement on the evidence available at the deadline or;
	+ teachers will apply a scaled reduction of the mark; a penalty of 10% per school day late, will be applied for non-valid reasons for late submission to a maximum of 50% for 5 late or;
	+ students will receive a mark of zero for the missed task.

## Extensions/Late Work

* A student may apply to the class teacher for an extension to the due date for an assignment. NB: This must be applied for prior to the due date.
* A record will be kept by the teacher of any extension granted.
* Extensions may be given in consultation with the Head of Learning Area, at the discretion of a teacher. Valid reasons must be provided for an extension to be granted.
* Work submitted excessively late, as determined by the Head of Learning Area and teacher, may not be marked. The HoLA and teacher will consider School Curriculum and Standards Authority deadlines, school reporting deadlines and other matters when considering marking excessively late work.

## Procedures to be implemented if assessment is affected by catastrophic event

* If an assessment is affected by a catastrophic event (for example: severe weather, fire, school closure due to plague or illness) which means the students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules of assessment will be delayed.
* In the event of extended absence (sickness/misadventure/catastrophic event) a validation assessment will be required and used to moderate out of school assessments and inform professional teacher judgement on student achievement. Course and Assessment Outlines may also be changed should circumstances require
* *Appendix 2 Student Declaration of Authenticity* will need be completed for any summative assessments and will be provided with the assessment.

## Modification of the assessment outline

If circumstances require a change during the teaching of a course or pair of units, the teacher is permitted to make adjustments to the scheduled assessment tasks. An updated copy of the assessment outline will be provided to students clearly indicating the changes.

# Authentication of Student Work

## Authentication of out of class work

To authenticate student achievement in out-of-class assessments, a combination of the following strategies will be used:

* Teachers monitor ongoing progress of the task, for example monitoring a log-book documenting stages of the task.
* Validation of the out-of-class task by an in-class assessment task in test conditions after the submission of the out-of-class task.
* Completion of task partially at home and partially at school.
* Requirement of a student signed declaration stating that all unacknowledged work is the student’s own.

## Authentication of Student Work (including cheating, collusion, plagiarism, appropriation)

* The teacher will refer cases of plagiarism to the HOLA with supporting evidence.
* The Head of Learning Area will investigate whether constitutes cheating, collusion or plagiarism. The student will be provided with a right of reply in this investigation.
* Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school will inform the student and the parent/caregiver of the result of the investigation and penalty.
* The penalty will be a mark of zero applied for the task or part of the task in which the behaviour occurred.

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|  | PINJARRA SENIOR HIGH SCHOOLSTUDENT DECLARATION OF AUTHENTICITY FORM |
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| **Student Name** | Click or tap here to enter text. |
| **course** | Click or tap here to enter text. |
| **assessment task** | Click or tap here to enter text. |
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| As a student of Pinjarra Senior High School participating in an out of class/school assessment I declare that:* All of the work completed in this submission is my own
* None of the work submitted was worked upon directly by a teacher or any other person or company except those acknowledged, if appropriate, in the references and acknowledgment section of this assessment
* If this is a submission for a timed assessment, that the assessment was completed within the set time period and additional time was not used to complete the assessment unless permitted under Special Educational Arrangements approved by PSHS
* If this is a submission for a timed assessment, that the assessment is completed without any assistance as it would be in a classroom environment and no external support is used unless stipulated in the assessment (ie mobile phone use or text book)
* That an onsite assessment may be used to validate the out of class/school assessment(s) and that marks/grades allocated for the out of class assessment are adjusted based on the validation and teacher judgement
* That a student may be asked to sit another assessment should it be determined that the assessment submitted cannot be validated
* That the appropriate Assessment Policy will be applied should it be determined that the student has cheated or engaged in collusion or plagiarism
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| **student signature**(Print and sign or tick box) |[ ]
| **date** | Click or tap to enter a date. |
| **witness name (parent/guardian)**(If required) | Click or tap here to enter text. |
| **witness signature**(Print and sign or tick box) |[ ]
| **date** | Click or tap to enter a date. |