

ASSESSMENT & REPORTING POLICY

POLICY NO: 002

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POLICY PURPOSE

Students at Communicare Academy participate in an alternative style education. While the focus is literacy and numeracy, with the goal being to attain a Year 10 pass or equivalent, other modules will be developed and taught. These will include modules in geography, history, civics and citizenship, science and health.

Certificates in General Education for Adults (CGEA)

These certificates are designed and made available through Communicare Inc. RTO. They are written to the standard required by the Australian Skills Quality Authority (ASQA). The assessments are set to the standard required for the Certificate level and are competency based. This means that students work towards being competent, which means all of their work must be correct. If there are errors, they are corrected by the student. The Certificate courses are delivered and assessed by teachers authorised by the Communicare Registered Training Organisation's (RTO) suitably qualified trainers. These endorsed programs are delivered by Academy staff and the evidence of achievement is validated by the RTO and Academy.

Students work through a series of units and are awarded the certificate qualification upon satisfactory completion. Incomplete qualifications can receive a Statement of Attainment from Communicare Inc. RTO, which indicate the completed units in a given qualification.

PROCEDURE

In-school modules

Modules are developed from the Australian Curriculum according to the content for the year level and modified for the group. Assessments of the progress of students will be measured using rubrics which speak in terms of achieving the criteria as per competencies for CGEA, rather than allocating marks and grades to pieces of work. Students will have opportunity to demonstrate their understandings in a variety of ways and will be given alternative choices such as projects, performance, presentations etc. The style of assessment will be negotiated with the teacher.

This policy covers the assessment of all WACE Foundation and General courses.

1	<p>Student responsibilities</p> <p>It is the responsibility of the student to:</p> <ul style="list-style-type: none"> • attempt all in-class assessment tasks on the scheduled date • maintain a file • maintain a regular attendance, conduct and progress
2	<p>Teacher responsibilities</p> <p>It is the responsibility of the teacher to:</p> <ul style="list-style-type: none"> • develop a teaching and learning program that meets the syllabus requirements for the course or certificate • provide students with a course unit outline at the start of the course • ensure that all assessment tasks are fair, valid and reliable • provide students with timely assessment feedback and guidance • maintain accurate records of student achievement • meet Academy and external timelines for assessment and reporting • inform students and parents of academic progress, as appropriate.

3	<p>Information provided to students</p> <p>At the start of each unit or module of work or certificate in lower secondary or course or certificate in senior secondary, the teacher will provide a printed copy of the following to each student:</p> <ul style="list-style-type: none"> • the syllabus for the course (for senior secondary students) • a course outline that includes the following information: <ul style="list-style-type: none"> ○ the content ○ the sequence in which the content will be taught ○ the approximate time to teach each section ○ <i>Nb: for Certificate courses, this will usually be the workbook.</i> <p><u>For senior secondary student studying a SCSA course:</u></p> <ul style="list-style-type: none"> • an assessment outline that includes the following information: <ul style="list-style-type: none"> ○ 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 <p>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).</p>
4	<p>Assessing student achievement</p> <p>In each course or certificate a number of assessment tasks occur during the semester/year (including, end of semester external assessments in all General courses – see Section 15 for details).</p> <p>All tasks are completed in-class. Each task provides evidence of student achievement.</p> <p>For SCSA courses, the teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the course.</p> <p>During every course, 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). Wherever appropriate, the criteria against which the task will be marked will also be provided.</p> <p>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.</p>
5	<p>Students with special learning needs</p> <p>Students with a special education need will have assessments (written, practical and school examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. Such modifications depend on the individual students' needs can include special equipment, provision of a scribe, or additional time.</p>

	<p>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.</p>
6	<p>Modification of the assessment outline</p> <p>When a student’s specific education needs do not allow him/her to complete a particular assessment task, the teacher may modify the task in consultation with the teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the course or certificate.</p> <p>When a student’s cultural beliefs do not enable him/her to complete a particular assessment task, the teacher may modify this task in consultation with the teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the course or certificate.</p> <p>When a student’s personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, 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.</p> <p>If circumstances change during the teaching of a course or certificate 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.</p>
7	<p>Completion of a course</p> <p>For senior secondary students a grade is assigned for each course unless, for reasons acceptable to the Academy, the student is not able to complete enough assessment tasks to provide the Academy with sufficient evidence to enable a grade to be assigned.</p> <p>For lower secondary students, a Communicare Academy grade will be assigned at the end of the year, which indicates completion of modules and any CGEA certificates completed. Where a student is working to an IEP, progress and reporting will be made in terms of the IEP.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • attempt all in-class assessment tasks on the scheduled date <p><u>For senior secondary students studying a SCSA course:</u></p> <p>Unless there is a reason that is acceptable to the Academy (see Section 14 for details) failure to attend a scheduled in-class assessment task may result in the student either:</p> <ul style="list-style-type: none"> • receiving a lower grade than expected at the end of the course (if the reason for non-completion/submission is not acceptable to the Academy), or • receiving a U (Unfinished) notation instead of a grade (if the reason for non-completion/submission is acceptable to the Academy and the student can complete other work in the future to allow the Academy to assign a grade). <p>[Note: A ‘U’ notation can be converted to a grade]</p>

	<p>Where a student is likely to experience difficulty meeting a deadline, he/she must discuss the matter with the teacher at the earliest opportunity before the due date.</p> <p>For a missed in-class assessment task, where the student does not provide a reason which is acceptable to the Academy, the student will receive a mark of zero.</p> <p>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 course and to negotiate a solution.</p>
8	<p>Retention and disposal of student work</p> <p>The Academy will establish an assessment file for each student for each course/certificate in which to hold marked assessment tasks. Students will have access to this file for revision purposes. The Academy retains the files until the marks have been accepted by the School Curriculum and Standards Authority for senior secondary students. The written assessment tasks and/or folios are available to students for collection after the marks have been accepted. All materials not collected by the students by the end of the school year and all non-written assessment tasks will be securely disposed of by the Academy.</p> <p>CGEA: Communicare Inc. RTO retains all assessment materials and archives them for a minimum of 5 years and then disposed of securely by the RTO. Electronic records are kept for 30 years.</p>
9	<p>Cheating, collusion and plagiarism</p> <p>All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:</p> <ul style="list-style-type: none"> • identical or similar material to the work of another person (e.g. another student, a parent, a tutor) • identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes. (e.g. copy and paste from the internet) <p>Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).</p> <p>If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant teacher-in-charge responsible for the course. As part of this process, the student will be provided with the right of reply.</p> <p>If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:</p> <ul style="list-style-type: none"> • a mark of zero for the whole assessment task, or • a mark of zero for the part of the assessment task where the teacher can identify that it has been copied or plagiarised. <p>The parent/guardian will be informed of the penalty and any further disciplinary action.</p>
10	<p>Security of assessment tasks</p> <p>Where there is more than one class studying the same course, certificate or module at the Academy, most or all of the assessment tasks will be the same. In such cases, to ensure</p>

	<p>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 the other classes until after all classes have completed the task.</p> <p>Discussion of the questions will be treated as cheating and the students will be penalised.</p> <p>Where the Academy 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.</p>
11	<p>Transfer between courses</p> <p>When a senior school student commences a course late she/he are at risk of being disadvantaged compared to others in the class. An application to transfer between courses is made through the Lead/Year Teacher. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the course into which he/she wishes to transfer.</p> <p>The deadlines for course/ certificate changes are:</p> <ul style="list-style-type: none"> • Friday of Week 4 of Term 1 <p>When a senior school student transfers to a different 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.</p> <p>Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.</p>
12	<p>Transfer from another school</p> <p>It is the responsibility of any student who transfers into a class from the same course at another school, to provide the Academy with evidence of all completed assessment tasks. The Student Support Coordinator will contact the previous school to confirm:</p> <ul style="list-style-type: none"> • the part of the syllabus that has been taught • the assessment tasks which have been completed • the marks awarded for these tasks. <p>The relevant teacher-in-charge responsible for the course will:</p> <ul style="list-style-type: none"> • 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 those at Communicare Academy.] • determine the additional work, if any, to be completed • determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

	<p>Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.</p>
13	<p>Reviewing marks and grades</p> <p>If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for course he/she should, in the first instance, discuss the issue with the teacher.</p> <p>If an assessment issue cannot be resolved through discussion with the teacher then the student (or parent/guardian) should approach the teacher-in-charge of the course.</p> <p>The student (or parent/guardian) can request, in writing, that the Academy conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:</p> <ul style="list-style-type: none"> • the assessment outline for the course does not meet School Curriculum and Standards Authority requirements • the assessment procedures used in the class do not conform with the Academy'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. <p>The Principal, 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 (and parent/guardian).</p> <p>If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Principal. 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 Academy will make any required adjustments to the student's marks and/or grades and reissue reports as necessary.</p>
14	<p>Acceptable reasons for non-completion or non-submission</p> <p>The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the college. For example:</p> <ul style="list-style-type: none"> • where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled. <p>In such cases the parent/guardian must:</p> <ul style="list-style-type: none"> • contact the Academy before 9.30am on the day and • provide either a medical certificate or a letter of explanation immediately the student returns to school. <p>Where the student provides a reason which is acceptable to the Academy for the non-completion or non-submission of an assessment task, the teacher will:</p>

	<ul style="list-style-type: none"> • 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), or • decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), 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. <p>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). 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 with the Lead Teacher, the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each course.</p> <p>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 Academy examination timetable, students will be advised by the teacher-in-charge of modifications to the task requirements and/or the assessment outline, including the due date.</p>
15	<p>School examinations and external assessments <i>For senior secondary students studying a SCSA course:</i></p> <p>A written examination will be held in all General (and ATAR) courses at the end of Semester 1 and the end of Semester 2. Examinations may be scheduled for other courses where considered appropriate by the teacher-in-charge. These assessments are included in the assessment outline for the course.</p> <p>A practical/performance/oral assessment will also be held in those courses with a practical/performance/oral requirement.</p> <p>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 three weeks before the start of the exam period. The examination rules are issued with the timetable and are also available on the Academy intranet and website.</p> <p>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.</p>
16	<p>Reporting achievement</p> <p>Communicare Academy reports to parent(s)/carers at the end of each Term. Terms One and Three will be an interim report, which focuses on student attendance, participation, work ethics and general progress. Terms Two and Four are the end of each Semester and the report is on student achievement. The semester report provides a comment by the teacher for each course / module or Certificate and the following information:</p> <p><i>For lower secondary students and students not studying a SCSA course:</i></p>

- A progress report on modules and certificates based on competencies realised, unit completions
- A report to the student's IEP

For senior secondary students studying a SCSA course:

- a grade for the course¹
- a mark for the course¹ (the weighted total mark for all assessment tasks in the course, including the school exam/s)
- a mark in the semester exam.

¹ In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

At the end of the year, students will be provided with a Communicare Academy statement which lists the grade for each course, and where required, the school mark, which was submitted to the School Curriculum and Standards Authority.

All grades on Semester 1 and 2 reports are subject to School Curriculum and Standards Authority approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by Communicare Academy.

For all Year 12 students, for each General course unit, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the process that the Authority uses to adjust the marks submitted by the Academy are available on the Authority website at

http://www.scsa.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Your_Marks.

Grades

Achievement

A through to E

When reporting on an individual Education Plan, report on the strategies and expectations of each IEP

Attitude

O Outstanding

V Very Good

G Good

S Satisfactory

N Not Satisfactory

