

# Assessment Policy and Guidelines

## Introduction

The following guidelines have been developed so that students, teachers and parents are aware of their responsibilities in the assessment process.

## Overview

Assessment is an important part of learning and is always designed to support student learning. All assessment procedures must be fair, valid and enable students to achieve at all levels. Sevenoaks has many procedures in place to ensure that students are assessed on what they have been taught and that all assessment meets criteria set in syllabus.

### Assessment assists teachers and the College to:

- monitor the progress of students and identify areas where more assistance is needed,
- provide feedback for students to improve their learning,
- adjust teaching programs to ensure all students have the opportunity to achieve the intended outcomes,
- develop subsequent learning programs,
- report effectively on student achievement and
- implement of whole-school and system planning, reporting and accountability procedures.

### Assessment Guidelines for Courses and Endorsed programs

The School Curriculum and Standards Authority (SCSA) sets the syllabus (what must be taught and assessed) for all courses and endorsed programs and there are validation procedures that all teachers across Western Australia must participate in. As part of each syllabus, there are guidelines that all teachers must follow for the setting of assessment tasks.

A Course Outline and Assessment Outline providing clear details of assessment due dates and the content to be assessed must be provided to students before teaching commences. The syllabus, Course Outline and Assessment Outline are posted on Connect so that all students can access these at any time.

### Student Responsibilities

- Complete the learning and assessment program requirements in each course and endorsed program by the due date.
- Complete all assessment tasks described in the Assessment Outline.
- Submit only their own original work with appropriate referencing if other sources are used.
- Maintain a good record of attendance, conduct and progress.
- Initiate contact with teachers concerning absence from the class, missed assessments, extension requests and other issues pertaining to assessment.
- Understand the consequences of not completing assessments.
- If possible, inform teachers and Advocate about any physical or psychological considerations that affect their ability to manage assessment conditions.

## Staff Responsibilities

- Develop a teaching/learning program that adheres to current SCSA guidelines.
- Provide students with the syllabus, a Course Outline and Assessment Outline at the commencement of the course or endorsed program.
- Ensure that assessments are fair, valid and reliable.
- Provide a clear description for each assessment task at its commencement. The description must provide clear and explicit instructions outlining specified conditions for the task, due date/s, syllabus area/s to be assessed and a marking key that clearly indicates how students will demonstrate their achievement at a range of levels.
- Ensure that students are informed of the consequences of not completing an assessment task.
- Provide alternative arrangements for students who are unable to complete assessment tasks under the required conditions as a result of physical or psychological conditions. These arrangements may be short or long term depending on the condition.
- Maintain accurate records of student achievement and assessment.
- Meet College and external timeframes for assessment and reporting.
- Inform students and parents/guardians (where appropriate) of academic progress.
- Return students work (with relevant feedback) promptly.

## Sevenoaks Senior College Courses

- **The courses currently offered at Sevenoaks Senior College are assessed accordingly:**
- Courses: These are standards referenced courses and reported as Grades A – E, with a mark (%).
- Endorsed Programs: These are assessed in a variety of ways required by SCSA.
- Certificate Courses: These are competency based courses.
- National Training Competencies: These are outcomes based, and nationally accredited through National Training Packages.
- Western Australia Certificate of Education (WACE) Examinations: These are externally assessed and compulsory for all Year 12 ATAR students during November.

## Assessment Information

All course assessments meet the requirements identified in the syllabus. Endorsed programs are assessed based on the individual requirements for each program.

Students are provided with an Assessment Outline that identifies the sequence, weighting, content and type of tasks to be completed in each unit pair of units or endorsed program.

In addition, a Task Description is provided at the start of the assessment period that will provide a detailed description of the task requirements. Information includes:

- Due dates for tasks or components to be assessed.
- Conditions of assessment e.g. time frame, test conditions.
- A marking key that clearly shows what is being assessed and the standards of achievement for each part of the task.
- Weighting (how much each task contributes to the final mark) given to the various assessment tasks.

## **Factors Affecting Assessment**

### **Attendance Requirements**

The most critical factor in achieving good results is attendance at all classes and actively engaging in the learning program. The teacher records attendance for each scheduled class. An attendance level of less than 90% will result in an Advocate contacting the parent or guardian to identify issues and raise any concerns.

Ongoing attendance at less than 85% will result in a student being referred to the Student Services Coordinator.

### **Course Completion Requirements**

Students complete a course or endorsed program by completing the structured educational and assessment program.

In cases when there is a satisfactory explanation for an absence from a scheduled assessment task, the teacher will determine whether alternative arrangements should be made or whether there is sufficient work (evidence) to allocate some level of assessment of the work to date.

If insufficient work exists to assess a student and/or alternative arrangements cannot be made, a student will not have achieved course completion.

In every case where a student risks non-completion of a course, the student and parent/guardian will be informed and the College will use its discretion in determining the appropriate strategy to address the issue.

## **COVID**

If students are in isolation as they have tested positive to COVID or are required to isolate, they will *not* be penalised for missing assessments during this time.

Students will complete missed assessments on their return to school, with teachers ensuring that the integrity of the assessment is not affected for others. *ONLY* in *exceptional circumstances* will students be exempted from the assessment.

However, those students not attending school by choice, will, in line with this assessment policy, receive a penalty for assessments not completed.

## **Late Work**

### **General**

Students are informed about the assessment requirements in the Assessment Schedule provided at the commencement of each course. Due dates for all assessment tasks are clearly outlined and adhered to.

Changes to the assessment schedule are necessary from time to time. Where such changes are to be made, students will be consulted and changes communicated to all affected students.

It is a teacher's responsibility to manage the assessment schedule. It is a student's responsibility to submit assessed work on time.

Parents/guardians will be notified in cases where concern for a student's progress towards achieving the WACE emerges. In most cases, this notification will be organised by the student's Advocate. In exceptional and justifiable circumstances, a teacher may, at his or her discretion, choose to extend a deadline for submission of all or part of a task. Such extensions are recorded in the Student Activity Log.

## **Procedures for Submission of Late Work**

### **Courses**

Failure to submit a task on the due date will result in the teacher recording a mark of zero in Reporting to Parents. In addition, this will be recorded in the student's Activity Record on SIS. In the first instance, this will be entered as a concern and every instance thereafter will be recorded. The mark of zero may be changed when work is submitted with agreement of the teacher.

### **Important Information on Late Work**

If a task is submitted late and no prior arrangement or reasonable explanation is provided to the teacher the following will apply:

- For each day past the due in date, a 10% deduction from the awarded mark be allocated.
- After 5 days, the student will incur a 50% deduction from the awarded mark.
- If the assessment is not submitted, a final mark of zero is recorded.

Parents or guardians will be informed of missing assessments as soon as practicable. Where failure to submit an assessment occurs as a result of illness or other extenuating circumstances, the teacher may provide further opportunity for a student to provide the necessary evidence. Any extension beyond the end of a course will be recorded in the Student Activity Log (SIS).

### **Endorsed Programs**

Failure to submit a task or component on the due date will result in the teacher recording this omission in the student's Activity Record. In the first instance, this will be a concern and every instance thereafter, a Formal Report will be recorded.

Parents and guardians will be informed in writing of missing assessments as soon as practicable prior to the end of each semester or endorsed program. Where failure to submit an assessment occurs as a result of illness or other extenuating circumstances, the teacher may provide further opportunity for a student to provide the necessary evidence. Any extension beyond the end of a course shall be recorded in the Student Activity Log (SIS).

### **Prolonged Absence**

Where a student is unable to attend school for a lengthy period due to injury or illness, the College will endeavour to provide support to assist the student complete their learning program. Each student is treated according to their specific needs.

### **Cultural Belief**

Students who are unable to complete tasks because of their cultural beliefs will be provided with alternative opportunities to demonstrate their understanding or achievement of outcomes.

### **Transfer/Late Enrolment**

Students who enrol late in a subject through late arrival, change of courses or transfer from another school will not be penalised for missing assessments if those assessments cannot be made up.

Alternative assessments may be offered, marks averaged or assessments from previous schools included. In some cases, students may be required to complete work outside of the normal semester framework in order to complete a course or endorsed program.

## **Cheating, Collusion and Plagiarism**

Cheating is when a student uses a strategy that gives them an unfair advantage in an assessment task. Collusion and Plagiarism are forms of cheating.

Students shown to have cheated in assessed work or in examinations will be penalised. The penalty may include a zero score or “not demonstrated” for that task.

Collusion is when a student submits work that is not his or her own for assessment or is informed about the content of an in-class assessment prior to completing it.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work is essentially copied.

If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed and a mark of zero recorded.

### **How to avoid collusion and plagiarism:**

- **Reference ALL of your work.** Your teacher will explain the requirements for referencing in their course.
- **Use notes.** Notes are made up of key words and phrases only. If you take notes, it is easier to produce work that is your own.
- **Use quotes** – don't copy and paste! “Changing a few words” is still plagiarism! Your teachers will explain how to use quotes correctly in your work. Generally, if you copy and paste a small amount of someone else's work, using quotation marks and listing the source of the information will be helpful.

## **Tests and Examinations**

Each course, endorsed or VET program includes some form of ‘testing’ in its assessment program. Test items include in-class essays, practical activities, short answer test, exams and oral performance. The number and type of test is determined by the appropriate SCSA requirements for each course or endorsed program. Such tests are clearly identified in the Assessment Outline.

### **College ATAR Examinations**

All students enrolled in an ATAR course in Year 11 and Year 12 are required to attend College examinations. These are conducted as close as practicable to the end of each Semester. **Year 12 Semester Two exams are scheduled during the Term 3 holidays.**

Any student who is unable to attend a College examination due to illness must ensure that they notify the Exam Supervisor immediately i.e. at the time they are aware they will not be attending. The Supervisor can be contacted on 9356 4900. If the exam period has commenced, a message is passed to the supervisor and the Program Coordinator: Student Outcomes.

Students will need to present a medical certificate or documentation explaining the absence before any consideration will be given to alternative arrangements. These may include, basing that student's grade on class work alone or allowing the student to sit the exam paper at another time.

Only in exceptional circumstances will students be able to negotiate authorisation to sit the exam at a later date (each case will be judged on its merits).

## **WACE ATAR Exams**

Written WACE exams are compulsory for students who enrol in any Year 12 ATAR course. These are compulsory and any student who does not attend and exam will be deemed to have not enrolled in the course. Therefore, no results are recorded for the whole of the year.

Some students are also required to attend Practical WACE exams. These students are advised of this requirement and these can occur any time between September and November.

Information and discussion about exam conduct, conditions and timetabling occur as part of the Year 11 and Year 12 Pathways programs.

## **Tests and Practical Assessments**

Students who are absent from tests or practical assessments must sit the test as soon as they return to school. If the teacher requires the test to be sat at an alternative time, this will be discussed with the student. If a student does not attend at the allocated time, a mark of zero is recorded.

Students need to have a medical certificate or a note from their parent/guardian explaining their absence. If the reason for the absence is acceptable to the teacher, he or she will make alternative arrangements for the test. This might be for the student to sit the test (or a similar one) at an alternative time suitable to the teacher, it might be that sufficient information can be gathered through tasks completed and a grade awarded at the end of course using a revised assessment program; or some other arrangement.

Regardless of the alternative selected, the teacher needs to ensure that equity for all students in that course or endorsed program has been duly considered.

If the reason is not acceptable to the College, the student will be awarded a zero equivalent.

**Please note: The nature of practical assessments means that is often not possible for a student to complete the assessment on an alternative date.**

## **Externally Set Tasks**

All Year 12 students enrolled in General or Foundations courses are required to complete an Externally Set Task (EST) at a set time in Term Two. This is worth 15% of the final course mark.

Your teacher will inform you about the date and time for this assessment. **It is compulsory.**

## **Students with Special Needs**

The School Curriculum and Standards Authority (SCSA) provides guidelines for completion of examinations, Externally Set Tasks and OLNAs for students with special needs.

Course teachers notify the Program Coordinator: Student Outcomes of any special examination requirements and record the information on the Student Activity Log.

Special needs include colour blindness, seizures, physical, psychological or other disabilities.

## **Additional Opportunity to Complete a Task**

In accordance with SCSA guidelines a student may be provided with an additional opportunity to complete a task if the:

- teacher agrees that it is feasible
- student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome or
- College agrees that it is feasible and desirable to provide an additional opportunity

## Internal Comparability

Where there is more than one class studying the same course or endorsed program, internal comparability procedures are in place. This means that teachers of the same course units will have the same rules and procedures for assessment.

## Grading

In the standards-referenced system of assessment used in Western Australian senior schooling, grades are assigned following completion of the course and are based on each student's performance as judged according to the grade related descriptors for the course.

Each endorsed program has its own set of grading criteria and students are provided with these criteria for all assessment tasks.

## Interpretation of Grades

All courses are awarded a grade to indicate the final level of student performance. The grades which may be awarded are:

### Grade Interpretation

A	Very High Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Inadequate Achievement

Students must meet the College attendance requirements, complete the structured educational and assessment program for a course in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances.

Achievement for VET and endorsed programs is recorded according to the specific requirements of that program.

Grades are only awarded at the completion of the learning program and are based on grade related descriptors for each course unit.

While progress marks do give an indication of the grade range for a student, cut-off points (i.e. the lowest mark that a particular grade is awarded) are determined at the end of a course. This means that, for Year 11 students, it is possible to receive different grades for the same mark in each semester. Your teachers will explain this process to you.

## Reporting

Students will be kept informed of their progress throughout their enrolment in a course or endorsed program. Teachers will assess completed tasks and provide marked assessment information to the student promptly. Parents/ guardians will be informed about a student's progress according to the school reporting schedule.

Both students and parents/guardians will be informed when it is identified that there is a risk of the student:

- not achieving at the expected level
- not completing the course or endorsed program and/or
- being awarded a grade of 'D' or 'E'

The final course grades or endorsed program result are submitted to SCSA and are included on the final Statement of Results for Year 12 students produced by SCSA.

## **Appeals against Assessments**

Students may appeal against their assessments. The College will have an Appeals Panel that comprises the Principal or Vice Principal, Program Coordinator: Student Outcomes and one other teacher who is not associated with the course or endorsed program. The panel will review the processes to ensure that they comply with School Curriculum and Standards Authority requirements.

Matters that are not resolved locally may be referred to the School Curriculum and Standards Authority Appeal Procedures which are published annually.

## **Assessment Guidelines for Certificate Programs**

Students may participate in a range of nationally accredited training programs either off campus through a Registered Training Organisation (RTO) or on-site at the College through:

- our own RTO, or
- a partnership with a RTO.

All students studying any Certificate program while at Sevenoaks Senior College requires an Unique Student Identifier (USI).

Students enrolled in nationally accredited training off campus or delivered on campus in partnership with a RTO will be notified of the relevant RTO's policies at the commencement of services.

The following information relates to qualification delivered as Sevenoaks Senior College RTO, national provider number 51891.

## **Sevenoaks Senior College RTO, national provider number 51891**

### **Delivery and Assessment Schedule**

Due dates for all assessment tasks are clearly outlined.

It is a teacher's responsibility to manage the delivery and assessment schedule.

It is a student's responsibility to participate in delivery and assessment on time.

Changes to the assessment schedule are sometimes necessary. A teacher may, at their discretion, choose to alter a deadline for submission of all or part of a task, students will be consulted and changes communicated to students.

### **Absenteeism**

Students who are absent from assessments need to contact the relevant teacher on the day of the assessment, or if this is not possible, immediately on return to College.

Students may be required to provide a medical certificate or a note from their parent/guardian explaining their absence. If the reason for the absence is acceptable to the College, alternative arrangements for the assessment may be made.

Students who do not provide acceptable evidence to explain their absence from an assessment task will be awarded an unsatisfactory performance in that task.

### **Assessment Re-submissions**

If a student is not able to demonstrate the attainment of the required competencies of the unit, they will have the opportunity to make up to two re-submissions (attempts). The last date for submission or resubmission will be identified on the Delivery and Assessment Schedule.



If a student is not able to demonstrate the attainment of the required competencies of the unit after the second re-submission they may negotiate further re-submissions with their teacher dependent upon the viability of conducting another assessment within time and resource constraints.

### **Prolonged Absence**

Where a student is unable to attend College for a lengthy period due to injury or illness, the College will endeavour to provide support to assist the student complete their learning program. Each student is treated according to their specific needs.

### **Reasonable Adjustment**

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. If a student believes they may require reasonable adjustment of Assessment due to Disability, or other reason, please speak with the certificate teacher and/or the Program Coordinator – Vocational education and Training (PC-VET).

Students who are unable to complete tasks because of their cultural beliefs must speak with your teacher and/or the PC-VET as soon as possible.

### **Cheating, Collusion and Plagiarism**

Cheating is when a student uses a strategy that gives them an unfair advantage in an assessment task. Cheating may include (but not limited to): using electronic devices or pre-prepared material in a closed book assessment; collusion; and plagiarism.

Collusion is when a student submits work that is the result in whole or part of an unauthorized collaboration with other people or person.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so.

If a student's work is not their own they will be awarded a 'not yet satisfactory' and required to re-submit the assessment within the boundaries of the afore identified rules for resubmission.

If more than one student has submitted work that is identified as 'collusion', each party will be required to re-submit the assessment unless it has been clearly identified that one or more students have copied another student's work without the author's knowledge and permission. In this case, the author's work will be accepted.

### **How to avoid collusion and plagiarism**

Reference ALL of work. Teachers will explain the requirements for referencing.

Use notes. Notes are made up of key words and phrases only. If students take notes, it is easier to produce work that is their own.

Use quotes – don't copy and paste! "Changing a few words" is still plagiarism! Teachers will explain how to use quotes correctly in student's work. Generally, if a student copies and pastes a small amount of someone else's work, using quotation marks and listing the source of the information will be required.

### **Appeal Process**

*Appeals are requests for review of decisions made by the RTO. These decisions could involve assessments, progression to further training, enrolment or access to support services.*

Appellants (person making the appeal) are encouraged where they are comfortable and it is appropriate to speak directly with the person concerned to informally discuss and resolve the appeal.

Students wishing to make an appeal may approach the relevant staff member, or make an appointment with either the Principal or Vice Principal. The Principal or Vice Principal will conduct an initial discussion with the Appellant (person making the appeal).

If the Principal or Vice Principal and the Appellant agree, the processes included in the Appeals Form (available on the College web page) will be followed until a point when a satisfactory outcome is achieved.

If a student is not satisfied with the outcome of the appeal they may contact the Training and Accreditation Council, refer to the following webpage:  
<https://www.tac.wa.gov.au/students/Pages/Complaints-against-RTOs.aspx>

### **Complaint Process**

*Complaints are allegations made by a learner or client that relate to the conduct of an RTO, its staff, or other learners.*

Students wishing to make a complaint may approach the relevant staff member, or make an appointment with either the Principal or Vice Principal.

Complaints will be dealt with based upon Department of Education policy and process.

If a student is not satisfied with the outcome of the complaint you may contact the Training and Accreditation Council, refer to the following webpage:  
<https://www.tac.wa.gov.au/students/Pages/Complaints-against-RTOs.aspx>

### **Skills Recognition**

Skills Recognition allows students to apply for credit for competencies for which they believe they already have the skills. There is no limit to the number of competencies that students can apply for through, either:

### **Recognition of Prior Learning (RPL)**

Students may have skills and/or knowledge that enable them to gain a qualification or some Units of Competency without completing a standard training course. RPL recognizes prior knowledge and experience and measures it against the course in which the student enrolled.

If a student requests RPL **they** will need to provide evidence of their prior learning. Students will need to provide evidence of their skills and knowledge, and an assessor will make a judgment (based on this evidence) about their competence.

Students will be required to provide evidence to an assessor of the skills and knowledge that they have gained in a previous work, life or training experience. Some of the types of evidence that could be provided include:

- Written references and/or referees details
- Diary or journal records
- Reports- photos or videos of your work
- Letters of support from people you have worked for
- Certificates
- Group certificates (paid or unpaid)
- Samples of your work
- Practical demonstration

**IMPORTANT:** The skills and knowledge obtained in a prior experience must be current.

### **RPL Process**

The College has a five stage RPL Process:

- **Stage One:** Discuss Self Assessment with teacher/trainer in relation to Units of Competency being considered for RPL – conduct Self Assessment

- **Stage Two:** Apply for RPL. Complete and submit form: *Application for Recognition of Prior Learning VET* (located on the College web page) to the teacher.
- **Stage Three:** The assessor will examine application and conduct interview.
- **Stage Four:** If required the assessor will conduct observation and assessment of candidate's performance in practical test/s.
- **Stage Five:** Applicant will be notified of results including any proposed gap training and assessment.

No additional internal charges are required for this application however if external cost are incurred, these may need to be met by the applying student.

### **Recognition of Qualifications issued by Other Registered Training Organizations (RTOs) or Australian Qualifications Framework authorized issuing organisations, or authenticated VET transcripts issued by the Registrar – *Mutual Recognition***

The College recognizes the Australian Quality Framework Qualifications and Statements of Attainment issued by another RTO or Australian Qualifications Framework authorized issuing organisations, or authenticated VET transcripts issued by the Registrar.

Enquiries to the Program Coordinator – College Operations, program teacher or PC-VET or as part of the *Enrolment Review Form*.

### **Credit Transfer**

Credit may be awarded for prior completion of a similar course. This process requires an assessment of the course. To gain credit students must provide documentary evidence of their completed studies eg If a student has previously successfully completed a unit of competency which has the same name but the last letter in it's code is different – the student needs to apply for Credit Transfer as there may have been additional requirements in the updated Unit of Competency. If this is the case, the application will be dealt with as RPL and may require gap assessment.

You can apply for Credit Transfer through the Program Coordinator – College Operations, program teacher or College VET Coordinator or as part of your *Enrolment Review Form*.

### **Overseas skills recognition**

The Overseas Qualifications Unit assists migrants, who are permanent residents or temporary residents of Western Australia, with recognition of their overseas gained qualifications and skills. Further information can be accessed at: <https://migration.wa.gov.au/services/overseas-qualification-unit>

### **Certification and Statements of Attainment**

Students who successfully complete the required units of competency will gain a Certificate. Students who do not complete all the required units of competency to qualify for a Certificate will receive a Statement of Attainment.

Originals will be distributed to the student via either: Presentation Ceremony; Advocacy, or; Mail out.

This will occur automatically 30 calendar days after a student achieves the Certificate, at the end of their scheduled program, or upon official notification of withdrawal from the Certificate. Non-compulsory school age students withdrawing from the College must request their Statement of Attainment through the PC-VET.

Students can access a re-print of their Certificate or Statement of Attainment by contacting the College and requesting a reprint through the PC-VET.

As per Clause 3.6 b of the RTO Standards 2015:

The RTO meets the requirements of the Student Identifier scheme, including:

- b. ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*

students must provide their USI to be issued certification.