

# Lower School Assessment Policy



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Version	Date	Summary of changes	Authorised by
2	20/02/2025	1. Changes to 2.6 and Breaches annex: Now includes references to AI technology.	Keia Hadden

## 1 Responsibilities

### 1.1 Student Responsibilities

There are certain responsibilities expected from students at Eaton Community College:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- ensure that all work submitted for assessment is their own original work and acknowledges any work that is copied, paraphrases or summarises the work of others.
- maintain an assessment file (stored at school) for each subject studied containing all written assessment tasks. Students will have regular access to the file during class time but require written parent permission to remove the file from its location of storage.
- 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 their best possible result).
- initiate timely contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for in-class or out-of-class assessment tasks and other issues pertaining to assessment.
- inform their teacher immediately if topics within classwork or assessment tasks cause distress or challenge cultural beliefs.

### 1.2 Parent/Guardian Responsibilities

It is the responsibility of the parent/guardian/caregiver to:

- communicate and work proactively with the relevant staff members to maximise opportunities for their child to succeed in their learning.
- provide a suitable, well lit study/work area at home.
- encourage their child to complete all set work and develop a good homework and study schedule.
- ensure their child attends school and avoids unnecessary absence (family holidays or birthdays are unnecessary absences).

### 1.3 College Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the requirements of the Western Australian Curriculum and an assessment outline based on the Principles of Learning, Teaching and Assessment.
- develop and enter into Reporting to Parents an assessment outline that is a comprehensive sampling of the syllabus content.
- Provide, before teaching begins students with an electronic copy (or hard copy) of:
  - the ECC Lower Secondary Assessment Policy (electronic copy saved on the ECC Website).
  - the course outline showing the sequence of content and approximate timeline for delivery.
- provide students with timely and regular assessment feedback and guidance.
- maintain accurate and up-to-date records of student achievement through Reporting to Parents.
- meet timelines for assessment and reporting.
- ensure internal comparability of each course through the use of same assessment outline and marking methods.
- Advise parents when a student is at risk of achieving below a C grade on their formal school reports.

## 2. Assessment

### 2.1 Assessing student achievement

In each course, a number of assessment tasks are administered during the year. Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Each task provides evidence of student achievement. The teacher uses the SCSA issued Judging Standard when assigning a grade. The grade at the end of Semester One is a progress grade. The grade at the end of Semester Two is the final grade for the year.

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.

### 2.2 Modification/completion of the Assessment Outline

If circumstances change during the teaching of a course, requiring the teacher to make adjustments to scheduled assessment tasks, students will be notified and the modified assessment outline will be provided electronically to students via Connect (or in hard copy).

### 2.3 Completion of an Assessment Task

Failure to attend a scheduled in- class assessment task or submit on time, an out of class assessment task may result in the student receiving a lower grade than expected at the end of the course.

Assessment tasks must be completed on/by the scheduled date (unless otherwise advised by the teacher). Assessment tasks are to be submitted online (via Connect) or directly to the teacher. If this cannot be done submission can be to a staff member in the Learning Area or Administration centre.

#### 2.3.1 Acceptable reasons for non-completion or non-submission

Where health issues or personal circumstances prevent a student from completing an assessment task by the scheduled date, the school will determine whether the reason is acceptable.

Acceptable reasons occur where:

- an absence is due to unplanned sickness, injury or significant personal circumstances, AND
- a parent/guardian contacts the school on or before the day of the in-class assessment task or due date for submission of an out-of-class assessment (SMS is acceptable),
- Please note in some circumstances (ie: extended absence, repeated absences for assessments) a medical certificate will be required by the school.
- the student completes, prior to the absence, an *Application for Extension* form (Appendix), which is approved by the teacher. Extensions may be given at the discretion of the subject teacher. This decision must be based on the subject teacher monitoring whether the student has effectively participated during the period of a task

The student is required to complete the assessment and a teacher may use the following methods to collect work to enable this to occur:

- the school will provide an alternate date to complete the task (for in-class assessment tasks this is generally the first day following an absence from school and an alternate task may be provided).
- collect any partially completed work and use this to determine a mark.
- provide an alternate assessment task.

This allows for assessment tasks to be assessed and for feedback to be provided to students within 2 weeks of the assessment date/due date.

## 2.4 Examinations

Written examinations are held in Mathematics, English, Science and Humanities and Social Science in Semester 2 for Years 9 and 10 students.

- A parent or guardian must notify the school as soon as possible of any absence from an examination. Only authorised absences, as outlined in 2.3.1, through the Head of Learning Area will not impact the student's result.
- The Head of Learning Area, will advise a suitable alternative arrangement. Please note a student will not be given permission to sit a scheduled examination prior to other students.
- Participating in a family holiday will not be acceptable as a valid reason for non-attendance at an examination.

## 2.5 Online Literacy and Numeracy Assessment (OLNA)

To obtain WACE at the end of Year 12 all students must demonstrate a minimum literacy and numeracy standard. Students who have achieved Band 8 or higher in the Year 9 NAPLAN component (reading, writing and numeracy) will have prequalified for the corresponding OLNA component and do not need to sit that component. All three components must be met to meet the OLNA standard.

Students will have up to six opportunities to sit the OLNA across Year 10-12. The Authority provides a set timeframe in which to complete the OLNA each semester. If a student does not sit the required components within this timeframe they will be required to sit at the next opportunity.

## 2.6 Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

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 is:

- prepared or substantively contributed to by another person (e.g. student, parent, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarised the work of others and research without referencing.

If a student is believed to have engaged in cheating, collusion or plagiarism / use of AI technology, the teacher will refer the matter to the relevant Head of Learning area responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected

inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarized / used AI, one of the following penalties will apply:

- 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 the work is not the student's own, **or**

The parent/guardian will be informed of the decision made, the penalty and any further disciplinary action.

## 2.7 Adjustments to Assessment tasks

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks adjusted in consultation with the Learning Support Team and Deputy Principal. Modifications, depending on the individual student's education needs, can include special equipment, break time, provision of a scribe, or additional time.

These adjustments will be consistent with the Guidelines for Disability adjustments for timed assessments and noted in a SEN Adjustment Plan.

		<b>Lower School Assessment Policy</b> <b>Student Application for Extension of Due Date</b>	
		Student's name:	Year:
Teacher's name:		Course:	
Due date of assessment:		Date of application for extension:	
Date extension requested:			

Students may apply to their teacher for an extension to the due date for an assessment until the day prior to the due date by completing this form.

When applying for an extension, students may be asked to:

- a) provide a note from a parent/guardian outlining the reason for the application for an extension
- b) provide evidence of progress made thus far

Extensions will be given by the teacher at their discretion in consultation with the HOLA, if necessary.

**Reason for request:** *Please note: disclosing highly personal issues is not necessary.*

Student signature:	

An extension has been approved:	Yes	No
Agreed new due date:		
Teacher's signature:		

**If request is denied, please note the reason below:**

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*This form is to be retained by your teacher. Please note that your assessment must be submitted on the agreed new due date or be subject to the penalties detailed in the assessment policy.*