



Guildford Grammar School

FOUNDED 1896

Assessment and Reporting Policy Year 7-12

1. Introduction

Assessment is an integral part of the learning process, providing students, parents or guardians and teachers with information on academic process and feedback to inform future learning. Assessment can be used formatively as part of the feedback loop between teacher and student, and it can be used summatively as part of a body of work to report on student achievement.

Assessment should be informed by the following Principles of Assessment¹:

1. Assessment should be **an integral part of Teaching and Learning**.
2. Assessment should be **educative**.
3. Assessment should be **fair**.
4. Assessments should be **designed to meet their specific purposes**.
5. Assessment should **lead to informative reporting**.
6. Assessment should **lead to school-wide evaluation processes**.

Additionally, our assessments will have the following characteristics²:

1. **Validity:** Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course.
2. **Reliability:** Assessment tasks provide consistent and accurate assessment information for the target population.
3. **Discrimination:** Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels. That is, assessment allows for the range of performance to be discerned between student work or performance on a task.

2. Provision of assessment information to students

All students will be given a course outline and assessment schedule at the start of each course. These will be posted on the SEQTA cover page for each course at the start of the new course.

The School is committed to giving students timely feedback on the achievement they demonstrate on each assessment task.

- Marking Keys/Rubrics/Success Criteria will be available for each assessment task
- Student achievements are reported formally twice each year
- Questions regarding assessments should be discussed in the first place with the classroom teacher. Any unresolved queries should be directed to the Head of Learning and, if necessary, to the Director of Teaching and Learning.

¹ [School Curriculum and Standards Authority | Home \(scsa.wa.edu.au\)](http://scsa.wa.edu.au)

² [School Curriculum and Standards Authority | Home \(scsa.wa.edu.au\)](http://scsa.wa.edu.au)

3. Responsibilities

3.1. Student

It is the student's responsibility to:

- follow the School's assessment policy and rules for examinations
- ensure that other appointments within the school (e.g. music lessons) are rescheduled
- ensure that assessable work is backed up and saved to their GGS OneDrive to ensure work is not lost
- complete all set assessment tasks to the best of their ability and submit them on time
- maintain a good record of attendance, conduct and academic progress
- ensure that correct equipment is brought to class at all times and, in particular, for all assessments
- communicate to subject teachers in good time about planned and unplanned absences, missed work and any other queries about their assessments
- maintain a folder of assessed work
- conduct themselves appropriately during in-class assessments and examinations
- ensure that their own conduct does not compromise any assessment through participation or complicity in plagiarism or cheating
- undertake any required follow-up for missed assessment.

3.2. Teacher

It is the teacher's responsibility to:

- develop a teaching and learning program that appropriately delivers the content required by the school or external authority
- provide students with access to a course outline and an assessment outline
- ensure that assessments are designed in a way that is consistent with the Principles of Assessment (see Introduction).
- provide students with timely assessment feedback (typically within two weeks) and with guidance about how best to undertake future tasks
- meet School and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.
- ensure that assessment records are accurately maintained and published to students and parents in a timely manner. This includes:
 - ensuring that assessments are published to the school Assessment Calendar to help coordinate assessments across learning areas and with other school activities at the start of each term
 - ensuring that SEQTA has accurate assessment dates and that these are published no less than two weeks prior to the assessment date
 - ensuring that assessment results and feedback are released in a timely manner following the assessment.
- complete all required assessment tasks within the required time frame

- refresh assessment tasks from year to year, to avoid the possibility of students copying from past assessments, and to ensure that assessments are refined to improve teaching and learning.
- inform students and families in writing of any deviations from the published assessment schedule
- monitor student progress on longer assessment tasks such as projects and provide intervention should students fall behind
- communicate with relevant school staff and parents/guardians where there are concerns about student achievement or progress
- follow up any reported breaches of this assessment policy.

Parent/Carer

It is the parent's and carer's responsibility to:

- support the School in its implementation of this policy
- support their child in developing their resilience to independently complete assessable work
- engage with SEQTA Engage to monitor and support their child's learning
- working in partnership with the School to support student learning by ensuring that their child maintains consistent attendance at school.

4. In-Class Assessment

4.1. Scheduling of assessment tasks

Teachers will give students appropriate prior notice of all assessment tasks. Where possible, we will endeavour to ensure that students have no more than three scheduled in-class assessment tasks on one day. Students are encouraged to exercise their agency and discuss potential assessment clashes with their teachers.

Scheduled in-class assessment tasks may involve:

- Sitting a test, examination or other assessment
- Giving, for example, a presentation, speech or performance in front of others

4.2. Acceptable reasons for missing an in-class assessment

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 School. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian will:

- contact Student Services before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment. An explanation for the absence will need to be provided. For example, “My child is unwell today and will be unable to sit her English test”.

The teacher will:

- Check SEQTA for the reason for absence
- Guide student on the process of follow-up of assessment

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. driving tests, preparation for the School ball).

Where a student misses a number of assessments across courses, the School may require a medical certificate to be provided in all future cases.

4.3. Missing an Assessment

Year 7 – 10 Students will complete the task upon their return to class. **For Year 11 and 12 Students an alternative catch-up session will be held each week outside of class time in the library, the time/date of these sessions will be communicated to teachers to instruct students who need to attend.** The steps below will articulate the process:

1. The teacher notes in SEQTA (“Absent from Assessment” Pastoral note) that the student missed the assessment (e.g. “*Bart absent from Maths test*”)
2. The teacher writes the name of the student and their own name on the cover of the assessment (including adjustment).
3. The teacher hands the assessment to Senior Administration, who places it in the Assessment Catch-up folder
4. The supervising teacher collects the Assessment Catch-up folder and attends the scheduled time in the library.
5. The supervising teacher supervises the assessment and hand completed tasks back to Senior Administration in the Assessment Catch-up folder. For students, who do not attend, the teacher records “Absent dd/mm/yy” on the front of the assessment.
6. The Senior Administration Assistant will place completed assessments in the teacher pigeon hole.
7. Once a student has missed two sessions, the Senior Administration Assistant will place that task in the teacher’s pigeon hole.
8. The teacher and/or Head of Learning will follow-up with the student their reasons for non-attendance.

In some cases, it may not be reasonable for the student to complete the task. In such cases, the assessment may be removed from the calculation of final marks. In some cases, the Head of Learning may determine that an estimated score will be substituted at the end of the course. This decision will be made to ensure that the student is neither advantaged nor disadvantaged.

Where absence is deemed unacceptable, a mark penalty of 10% of the student's mark will apply. Failure to attend the follow-up will result in an after/before school detention where the work will be completed with a 10% penalty – this penalty will apply even if the initial absence was deemed acceptable and will be in addition to any other penalties.

When a student has had reasonable opportunity to complete the task and has not engaged with the opportunity, a mark of zero (0) will be applied and parent contact made. A mark of zero can only be approved by a Head of Learning.

For in-class seen and prepared assessments (e.g. presentations or essays where the title is provided in advance) absent students should assume that they will complete the task during their first lesson back in that subject or may be required to do it at another negotiated time.

4.4. Security of unseen assessment tasks

In Years 11-12, where there is more than one class studying the same pair of units at the School, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. 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. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the School works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

5. Out-of-Class Assessments and Projects

5.1. Scheduling of assessment tasks

Teachers will give students appropriate prior notice of all assessment tasks. Out-of-class assessments and Projects include tasks such as inquiry learning tasks, long term practical projects (e.g. woodwork and metalwork projects) and longer reports.

5.2. Acceptable reasons for missing an out-of-class assessment or project

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 School. For example:

- where sickness, injury or significant personal circumstances prevents a student from completing and submitting the task by the scheduled date.

In such cases, the parent/guardian must:

- contact Student Services before 9:30 am on due date for submission of an out-of-class assessment. An explanation for the absence will need to be provided. For example, “My child is unwell today and will be unable to submit her English test”.

The teacher will:

- Check SEQTA for the reason for absence
- Monitor follow-up of assessment submission

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. driving tests, preparation for the School ball).

5.3. Missing a submission date

The penalty for late submission of work is 10% of the student mark per school day to a maximum of 30%. Teachers may require a student to attend a lunch or after-school detention to complete assessable work. After adequate opportunity has been provided and the student has still not completed the task, a mark of zero may be awarded and parent contact made. The awarding of zero will be determined by the Head of Learning.

As with in-class assessment, the teacher will record in SEQTA the non-submission of work. Where a student misses a number of assessments across courses, the School may require a medical certificate to be provided in all future cases. A student who is absent from school on the due date for the submission of a take-home task will typically be expected to submit the task on the day of their return to school regardless of whether they have the class that day.

5.4. Request for extension

Requests for extension must be made in writing from the student to the teacher at least two days prior to the due date. The teacher will determine the appropriateness of an extension in consultation with the Head of Learning.

6. Externally Assessed Work

6.1. Courses assessed by external bodies

Some courses are delivered under the auspices of external organisations. These include Registered Training Providers (RTO) for Vocational Education & Training (VET) courses and Curtin University for the Curtin UniReady program. Students will be provided with the assessment policies relevant to those organisations, and Guildford Grammar School will support compliance with those policies. Teachers of those courses may require a student to attend a lunch or after-school detention to complete assessable work where submission has become an issue.

7. Examinations and ESTs

7.1. Year 11-12 Examinations

School examinations are included in the assessment outline for the pair of units. The weighting for these school-based examinations varies between courses and is included in the assessment outline. A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below and are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination. Should a student arrive late, no time will be added for completion of the exam.
- Students will not be allowed to leave the examination during the examination except for bathroom use.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the School will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

7.2. Year 11-12 Missing an Examination

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a medical certificate or other form of evidence to justify the absence to the Director of Teaching and Learning. The School will determine whether the reason is acceptable. If the reason is acceptable to the School, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination. If the reason is not acceptable to the School, the student will be given a mark of zero.

7.3. Year 12 General and Foundation course Externally Set Task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course. The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units. The EST is a 50-minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that SCSA requires the School to submit the EST marks, then the School will determine if the reason for non-completion is acceptable.

If the reason is acceptable to the School, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.
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If the reason is not acceptable to the School, the student will be allocated a mark of zero

8. Assessing students with special needs

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 (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning. These adjustments will be consistent with those described in the SCSA Guidelines for disability adjustments for timed assessments, which can be accessed from the www.scsa.wa.edu.au. Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the School will apply to SCSA for consideration of special examination arrangements. The granting of special examination arrangements by SCSA is not automatic. Where SCSA approves arrangements for the ATAR course examinations, these arrangements may differ from those the SCSA has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

9. 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, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply. If it is demonstrated that a student has cheated, colluded or plagiarised, 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
- a mark penalty to be determined by the Head of Learning in consultation with the Director of Teaching and Learning.

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

10. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, the School will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The School will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is used by the teacher when assigning grades at the completion of a course. For Years 11-12 SCSA may request access to these assessment files for moderation purposes so students must retain their files until the School's grades are approved by SCSA at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. Students will be able to make copies of their assessments except in exceptional circumstances in some courses. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the School.

It is the responsibility of the student to ensure that all marked written assessments are maintained in their assessment file.

The School will not use the materials for any other purposes without the written permission of the student.

11. Modification of assessment outlines

If circumstances change during the teaching of a course requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline may be modified and provided to the student and parent/guardian.

12. Catastrophic Events

In the event of assessments being affected by a catastrophic event, Heads of Faculty in conjunction with the Director of Teaching and Learning will make a professional judgement of the performance of any students affected by the event based on the completed assessment tasks. Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is then modified for students affected by the event. The School will inform any students and parents affected by the event of the changes in the assessment schedule, including any additional assessment tasks.

13. Assessing students transferring between courses and/or course units (Years 11/12)

Opportunities will be provided for students to change courses where the School is able to accommodate the request and a legitimate reason can be provided. The change will not be permitted if the School believes the change will cause disadvantage to the student in the satisfactory completion of their course of study. These changes should be discussed and initiated via the Head of Learning, Head of House, Futures Coordinator and Director of Teaching and Learning. Changes should be made as early as possible in the school year and before the final date which is provided at the beginning of each school year.

We recommend that students wanting to change courses and successfully complete assessment schedules, do so by the School's deadlines which will be published to students each year. If students transfer between courses after the assessment program has commenced, reasonable opportunities will be provided for them to complete assessments and gain credit for them. Students transferring to a different unit in the same course or to a unit in a similar course, will be able to receive credit for the marks from any assessment tasks that assess the syllabus. These marks may need to be statistically adjusted to reflect the level of the new unit.

14. Assessing students transferring between schools (Years 11/12)

Students changing schools during the course of the year will receive credit for relevant work completed in the same course, upon production of evidence of results. It is the student's responsibility to provide details of course achievements from their previous school.

The Head of Learning in conjunction with the Director of Teaching and Learning will determine how the marks will be used and whether they require statistical adjustment. If any additional assessment tasks need to be completed, this will be made clear to the student.

When a student changes school during the course of the year, they should receive credit for work already completed. We will provide a statement of grades and work completed at the time of departure. It should be noted that grades cannot be awarded if a course is not fully completed at the time of departure.

15. Reporting student achievement

The School reports student achievement at the end of Semester 1 and at the end of Semester 2. At the end of Semester 2, Year 11 and 12 achievement are submitted to SCSA.

The report provides for each course:

Years 7-10	Year 11-12 SCSA Courses	Externally Assessed Courses
<ul style="list-style-type: none"> - Affective feedback on attitude, behaviour and effort. - A WA Curriculum grade for WA Curriculum courses - A GGS grade for streamed courses and other courses to indicate achievement relative to the demands of the stream or course. - A percentage score for the course (except for Health & Physical Education). 	<ul style="list-style-type: none"> - Affective feedback on attitude, behaviour and effort. - An overall grade - A percentage score for the course. - An examination mark for examinable courses. 	<ul style="list-style-type: none"> - Affective feedback on attitude, behaviour and effort. - A grade or an indication that the student is on track for course completion

In Year 11 and 12, all final grades are subject to approval by the SCSA at the end of the year. Students will be notified of any changes from the SCSA's review of the students' results submitted by the School.

16. Award Eligibility

Students must sit a minimum of 85% of course assessment weightings to be eligible to win a prize.

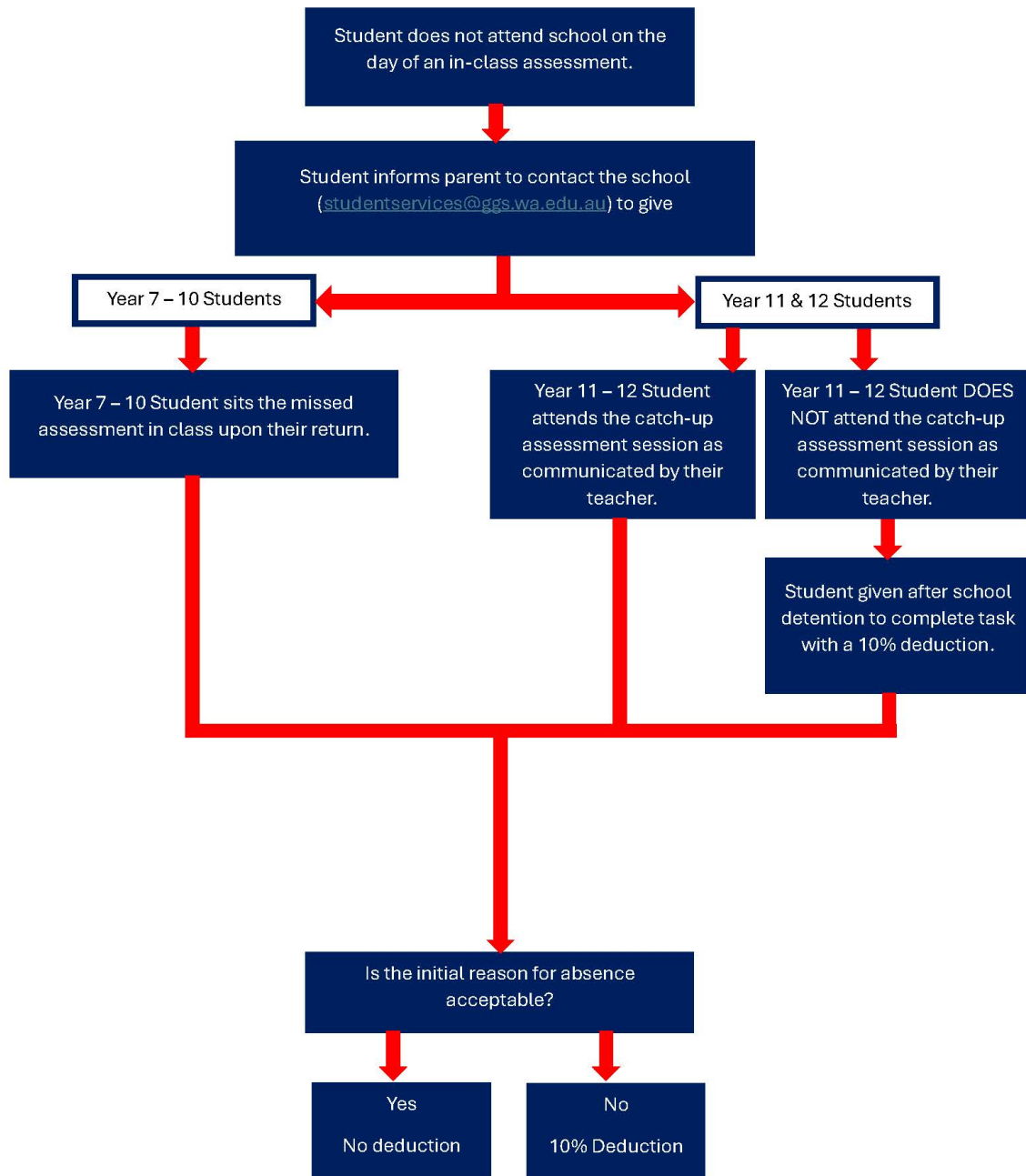
17. Assessment review and appeal processes

Students may appeal against the assessment of a course if they have grounds to believe that:

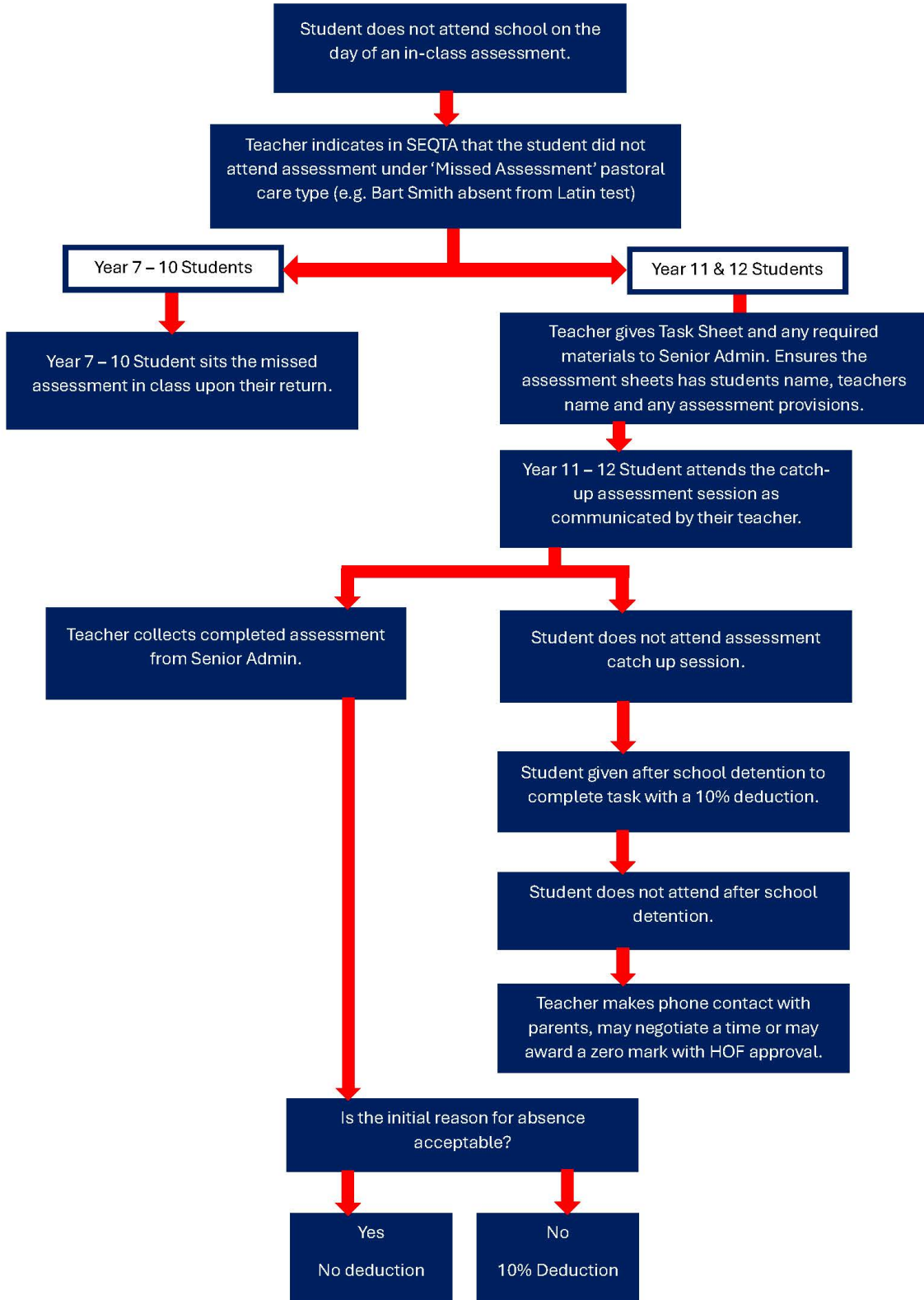
- School or external authority (e.g. SCSA) guidelines have not been followed
- published assessment schedules have not been provided or followed
- computational errors have occurred

Applications for appeal in these circumstances should be made within seven (7) days, in the first instance to the subject teacher and then the Head of Learning, should a satisfactory resolution not be reached. The Director of Teaching and Learning should be consulted if the decision is still not acceptable. Students and parents/guardians will be informed promptly of the final decision made by the School.

18. Appendix 1: Missed Assessment Flowchart (Student)



19. Appendix 2: Missed Assessment Flowchart (Teacher)



Date	Version	Next Review Date	SLT Owner and responsible for review
8.11.2024	1	8.11.2025	Director of Teaching and Learning