



**COASTAL LAKES  
COLLEGE**

*Imagine, Believe, Inspire & Achieve.*

# Lower School Assessment Policy



IMAGINE



BELIEVE



INSPIRE



ACHIEVE



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The following guidelines have been developed to ensure that teaching staff, students and parents/caregivers are aware of their responsibilities in the Assessment and Reporting process.

Assessment and Reporting play an integral role in our teaching and learning programs. They provide a method of monitoring and tracking progress as well as being used as a tool to provide effective feedback to students and parents/caregivers.

The application of the Assessment Policy and guidelines may vary according to a specific learning area context. Each learning area may have a specific Assessment Policy that sits underneath these guidelines.

Students and their families will be advised well in advance of any adjustments to College or learning area policy.

Teachers are advised to combine both formative and summative assessment strategies throughout all units of work.

## Assessment Styles

Assessment is an integral part of teaching and lies at the heart of promoting students' learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to the student's needs.

Assessment assists teachers and the College in:

- providing feedback to students on their progress towards achieving desired learning outcomes
- providing feedback and data to assist in targeting learning programs to suit students' needs
- monitoring the progress of students and diagnosing learning difficulties
- facilitating realistic targets to develop whole College and system planning, reporting, and accountability procedures.

At Coastal Lakes College it is common practice to label assessments as being **formative**, **summative** or **diagnostic** according to the major purpose of the assessment.

# Assessment Styles

## Formative assessment

- Is the practice of building a cumulative record of student achievement.
- Usually takes place during day-to-day learning experiences and involves ongoing, informal observations throughout the term, course, semester or unit of study.
- Is used to monitor students' ongoing progress and to provide immediate and meaningful feedback.
- Assists teachers in modifying or extending their programs or adapting their learning and teaching methods.

Informal assessment for formative purposes involves:

- systematically observing and monitoring students during in class learning and teaching experiences
- interacting with students to gain a deeper knowledge of what they know and do not know, understand and can do
- circulating the classroom and posing hinge questions, guiding investigations, motivating and quizzing students
- providing opportunities for students to present or report upon their learning and teaching experiences and recognise the next steps required to progress their learning and achievement
- collecting, analysing, and providing feedback on 'in and out' of class work samples (e.g. how their group work projects are progressing).

## Summative assessment

- Assists teachers to make judgments about student achievement at certain relevant points in the learning process or unit of study (eg end of course, project, semester, unit, year).
- Can be used formally to measure the level of achievement of learning outcomes (e.g. tests, labs, assignments, projects, presentations etc.).
- Can also be used to judge programs, teaching and/or unit of study effectiveness (that is as a form of evaluation).

Formal assessment for summative purposes involves:

- the use of specific assessment strategies to determine the degree to which students have achieved the learning outcomes
- assessment strategies including: essays, exams, reports, projects, presentations, performances, laboratories, workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio individual and/or collaborative tasks that usually attract a mark.

## Diagnostic assessment

- Is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.
- Diagnostic assessment can involve formal measurements (e.g. IQ/aptitude tests, fitness tests) that are used to establish a starting point, baseline or informal measurements (e.g. observation, discussions).
- It informs program placement, programming and planning, and learning and teaching methods used, as well as assessment choices.



# Assessment Responsibilities

Coastal Lakes College recognises the key roles assessment plays in the learning and teaching process. To articulate the importance of assessment in this process, the College adopts key responsibilities for staff, students, parents/caregivers and the College.

## Staff responsibilities

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that adheres to the current School Curriculum and Standards Authority requirements and guidelines
- provide students with a course outline and assessment schedule at the start of the course, and make it available on Compass
- develop and use a variety of assessment tools that reflect good practice and meet students' individual needs
- provide students with opportunities to reflect on their own progress
- provide students with timely and constructive feedback and guidance
- return assessed work in a timely fashion to students within 10 days
- use data to analyse, study and display individual and class progress
- inform students and parents/caregivers of academic progress as appropriate via phone and in writing
- A minimum of one (1) contact home per term per child for non-MESH subjects
- A minimum of two (2) contacts home per term per child for MESH subjects
- ensure that assessment practices are fair, valid and reliable
- maintain ongoing communication with both the student and parents/caregivers about student achievement and progress and inform the parents/caregivers in writing if student performance is of concern
- maintain accurate records of student's work/grades as evidence for parent evenings, reporting and moderation
- student work must be archived for one (1) year for Year 7 - 10 students
- participate in professional collaboration to ensure consistency of judgments between teachers
- use the Department of Education reporting templates to issue a report to parents/caregivers at the end of each semester within College and system time-frames.

# Assessment Responsibilities

## Student responsibilities

It is the student's responsibility to:

- complete all assessment tasks described in the Course Outline by the due date
- support the learning of others and behave in an appropriate manner
- maintain a sample of work or folio of evidence if required by the Learning Area
- initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment
- ensure all work submitted is their own
- complete tests and exams according to the conditions required by the College and to the best of their ability
- respect the teacher's right to teach and the student's right to learn
- students are expected to follow each subject specific course outline and assessment outline to manage their completion of homework, study requirements and preparation for assessments.

## Compass responsibilities

- check and engage with any communications that may be distributed via Compass
- check Compass for learning task information. This includes; due dates, task outlines, grade and rubric

## Parent/Caregiver responsibilities

It is the parent/caregiver's responsibility to:

- inform the College of any disability/learning difficulty with appropriate evidence
- sign and return relevant assessment forms received at the beginning of each year from their child's teachers
- notify teachers of any concerns or issues affecting their child's learning
- support students in meeting assessment deadlines.

## Compass responsibilities

- check and engage with any communications that may be distributed via Compass
- check Compass for learning task information. This includes; due dates, task outlines, grade and rubric

## College responsibilities

It is the College's responsibility to:

- ensure teachers have adequate opportunities to become familiar with State and National Assessment Standards
- ensure College assessment standards conform to State and National Standards and there is a developing understanding of these within the College
- ensure there is a coherent College policy for gathering, recording, retaining, reviewing and using of evidence
- ensure teachers engage in moderation regularly to ensure accurate judgements are made regarding student achievement and grade allocation.

# Lower School Assessment Policy

## Reporting

Teachers make judgements about student achievement using a variety of assessment tools including tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance in delivering monologues, working in groups or debating.

Coastal Lakes College reports student achievement at the end of Semester 1 and 2. The reports show achievement against set criteria or standards. Each report provides a grade for the unit (A-E) and a mark in the semester exam where applicable.

Leading up to Semester 1 reports, the College will facilitate a parent teacher night where parents/caregivers can discuss their child's progress and view work samples and portfolios.

Throughout the course of the year, parents/caregivers will be notified of their child's progress. This information will be provided to parents/caregivers through one of the following methods:

- a note in the school diary
- a letter of commendation
- a letter of communication
- a letter of notification
- a telephone call or email
- via Compass/email.

Students and parents/caregivers will be informed when it is identified that there is a risk of:

- non completion of the course work
- not achieving their potential
- when a grade of "D" or less is likely in formal reports and/or after an assessment task.

### Reporting Categories for Year 7 to 10 will be as follows:

A	Excellent Achievement	This indicates a student has significantly exceeded the standards expected of a typical student in this year group or pathway.
B	High Achievement	This indicates a student has exceeded the standards expected of a typical student in this year group or pathway.
C	Satisfactory Achievement	This indicates a student has achieved the standards expected of a typical student in this year group or pathway.
D	Limited Achievement	This indicates a student has made some progress, though not met, the standards expected of a typical student in this year group or pathway.
E	Very Low Achievement	This indicates a student is showing significant cause for concern as they have made little progress towards achieving the standards expected of a typical student in this year group or pathway.
U	Unable to Assess	This indicates a student cannot be graded for a number of reasons including late enrolment in the class or genuine illness over an extended period of time or frequent absence.

Teachers will place student achievement, post assessment result and assessment tasks on Compass for students to view and within the reporting section for reporting purposes.

# Lower School Assessment Policy

## Feedback to students

Students will be given meaningful feedback as soon as practicable (within 10 days) after the completion of the assessment task (both formal and informal tasks).

Feedback will:

- focus on the task and what was expected from the task
- provide meaningful information to students about their work
- provide information about how the student can improve
- correct misunderstandings
- reinforce what the student has done well
- be specific, respectful, timely and constructive.

## Completion of assessments

Students should be given sufficient notice of assessment due dates prior to the assessment. Where an adjustment is made to an assessment schedule, it should be done in close consultation with all students and clearly publicised to students and parents/caregivers.

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

It is a student's responsibility to submit assessed work on time including oral or performance assessments.

Parents/Caregivers will be notified via Compass in cases where concern for a student's progress emerges.

Parents/Caregivers are encouraged to attend parent evenings and specific subject performance review meetings.

## Absence from class/non submission of work

If a student is regularly absent from class their ability to achieve their potential is affected. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject or course.

Absence from a scheduled assessment task must be accompanied by an acceptable explanation (e.g. letter or phone call from parents/caregivers, medical certificate).

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 the student's learning and make alternative arrangements for assessment items.

There will be no special arrangements made for students who miss work as a result of a family holiday. However, students will have access to Compass and must complete all assessments within one week of their return. Students will not have the opportunity to complete examinations beyond the exam week (exam week is specifically for Year 10 students) if they miss them due to a family holiday.

Where the student changes schools during a school year, credit for the completion of work in the same subject will be given. (Subject to appropriate evidence from previous school eg school report).





## Retention of Student Work

Teachers will retain student work for a short duration after the assessment deadline, to allow for marking and moderation. Copies may be kept for use as exemplars or other future use. Names will be removed from work that is copied for use as an exemplar. Once assessed, work has been marked and feedback provided, the original copy of the work will be returned to students for their records. Some learning areas may retain student work for longer periods (for example, for the semester).

## Students with Special Education Needs

Parents/Caregivers of students with special education needs should inform the Integrated Learning Support Coordinator or the Manager of Inclusion to ensure the necessary or appropriate provisions are put in place, if required. This may include modification of assessment, modification of text/colour, use of special equipment, provisions of a scribe or additional time. 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.

## Cheating, Collusion and Plagiarism

Cheating involves a student in possession of unauthorised equipment or material in an assessment, whether it has been used or not (e.g. smart watch, smartphone, textbook, letters, words or symbols on paper or parts of the body). Students found cheating will be penalised and will be required to complete an alternative assessment task.

Collusion is when a student submits work that is not their own for assessment. A student shown to have plagiarised or colluded in assessed work will be provided with an opportunity to resubmit the assessment.

Plagiarism is when a student uses someone's words or ideas without acknowledging that they have done so. That is, the work is essentially copied. This also includes cut and paste work derived from a computer. All work that is not original must be referenced correctly. In years 7-10, students will continue to be taught referencing skills where required.

# Lower School Assessment Policy

## Examinations

Year 10 examinations in English, Maths, Science and HaSS occur in both semesters.

The following guidelines must be adhered to by all students:

- students must wear full College uniform
- students must bring appropriate stationary and subject specific equipment to each exam e.g. calculator
- students must place their bag at the front of the room
- students must arrive to all examinations on time
- students who miss examinations and provide a valid reason e.g. medical illness will be given an opportunity to resit at another time
- students will not have the opportunity to complete examinations beyond the exam week if they miss them due to a family holiday.



**ATAR**

Australian Tertiary Admission Rank

**EST**

Externally Set Task

**RTO**

Registered Training Organisation

**RTP**

Reporting to Parents

**SCSA**

School Curriculum and Standards Authority

**VDP**

Vocational Directions Pathways

**WACE**

Western Australian Certificate of Education





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