



**COASTAL LAKES  
COLLEGE**

*Imagine, Believe, Inspire & Achieve.*

# Senior School Assessment Policy



IMAGINE



BELIEVE



INSPIRE



ACHIEVE



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# Assessment Policy Guidelines



## Introduction

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.

A key feature of the Assessment Policy is that the outcomes which students derive from their studies must be determined in a manner that is procedurally fair.

**Senior School Assessment has mandatory guidelines set by the School Curriculum and Standards Authority (SCSA).**

**A course unit outline (including deadline) and assessment outline must be provided to students at the start of the learning program**





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 students' needs.

Assessment assists teachers and College in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students on their progress towards achieving desired learning outcomes
- providing feedback and reporting student achievement to parents/carers
- providing feedback and data to assist in targeting learning programs to suit students' needs
- 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.

### 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).

# Assessment Styles



## Summative assessment

- Assists teachers to make judgments about student achievement at certain relevant points in the learning process or unit of study (e.g. 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 meets School Curriculum and Standards Authority requirements and guidelines and is based on the current syllabus
- provide students with a course outline and assessment outline at the start of the course
- ensure that assessments are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement and assessment
- make available assessed work within 10 days of assessment and record assessment mark in Reporting to parents/caregivers (this timeline may be longer depending upon the nature of an assessment i.e. portfolio project)
- meet College and external timelines for assessment and reporting
- inform students and parents/caregivers of academic progress as appropriate via phone and in writing
- Post contact, report in Compass for students not achieving
- 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
- if requested, provide the School Curriculum and Standards Authority with access to assessment documentation and marked assessment tasks for all students
- comply with course meeting and professional development requirements of the School Curriculum and Standards Authority
- be involved in internal comparability processes where more than one teacher is teaching the course within the College
- ensure assessment grades and percentages are placed in Compass as well as Reporting to Parents
- student work must be archived for seven (7) years for Year 11 and 12 students
- classroom teacher is responsible for providing students and their parents/carers with task mark reports issued via Reporting to Parents, post assessment
- Teachers will complete marking within 10 days of the assessment date.



# Assessment Responsibilities



## Student responsibilities

It is the student's responsibility to:

- follow the direction provided in the course outline and assessment outline
- 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 portfolio of evidence if required by the Learning Area
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods or more of a course, per term, is deemed at risk of failure)
- initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment(s)
- 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
- 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.



# Assessment Responsibilities

## 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.
- 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.



# Senior School Assessment Policy

## 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.



## Missed assessment work due to absence from class

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met. These are reported on a case by case basis and may result in tasks not being assessed or a mark of zero. This may have a WACE (Western Australian Certificate of Education) implication.

### Specially scheduled assessment tasks

The following procedures must be followed for an absence from a specially scheduled assessment task (including tests and examinations)

In such cases, the parent/caregiver must:

- contact the College before 9:00am on the day of the in-class assessment task or due date for submission of an out-of-class assessment
- provide a signed parent/caregiver note or medical certificate to explain absence or for urgent non-medical issues that have caused the absence, provide a letter of explanation immediately following the student's return to College.

Where the student provides a reason, which is acceptable to the College for the non-completion or non-submission of an assessment task, the teacher will:

- 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

# Senior School Assessment Policy

- decide on an alternate assessment task (if, in the opinion of teacher, the assessment is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

Satisfactory explanation of the absence may enable the student to complete that assessment task, or a similar task, and gain credit. Wherever possible, advance notification of absence is required. If a student is absent on the due date for submission of an assessment item, it is the responsibility of the student to make timely arrangements for the assessment item to still meet due deadlines. In cases where a student is unable to attend to complete a specially scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.

Where there is no satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made, unit assessment requirements may not be met. The student and parent/caregiver will be informed, and the College may use its discretion in determining an appropriate strategy which could address the issue.

## 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 the student's learning program.

## Changing a course

Generally, it is not possible to change courses after the first month of that course, as to do so would place a student at risk of not completing requirements. All changes need to be made by Week 4, Term 1 or by the end of Semester 1, before the commencement of Semester 2. The College will only consider changes in exceptional circumstances. All changes must be made using the appropriate proforma and must have parental approval. All changes must be negotiated with a Deputy Principal.

Any request for changing a course must adhere to the WACE schedule dates set by School Curriculum and Standards Authority. The student, where possible, will be given the opportunity to complete missed assessments or receive recognition of comparable achievements completed and credit granted.

Where a student changes schools during a school year, credit for the completion of work in the same course will be given when the student and/or previous school supplies appropriate evidence.





# Senior School Assessment Policy

## Non-submission of evidence of achievement

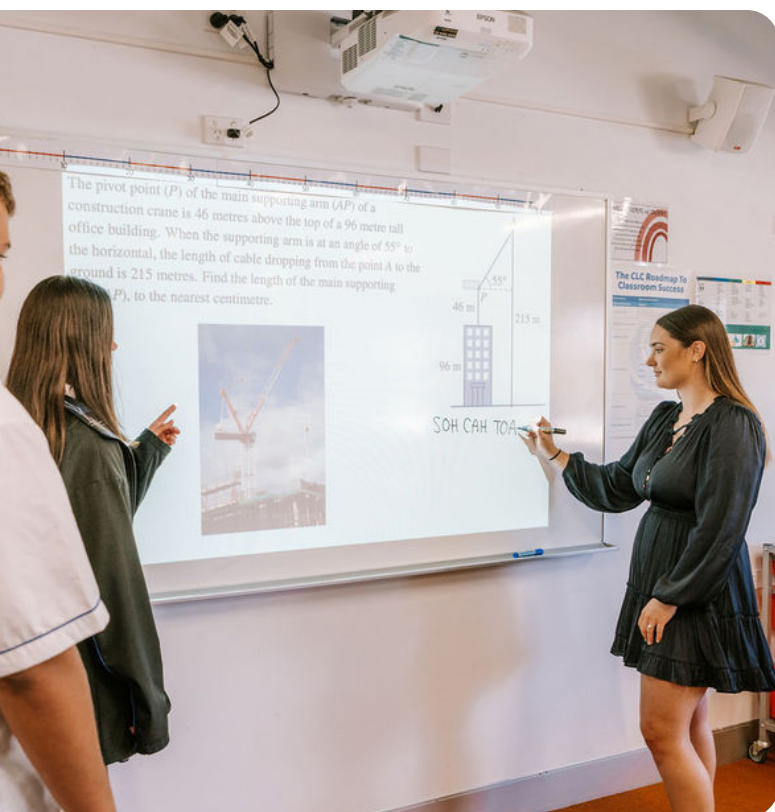
A course overview and assessment schedule will be provided to each student at the start of the course. Due dates will be clearly outlined and implemented. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised. It is a teacher's responsibility to manage the assessment outline. It is a student's responsibility to provide evidence of achievement by the published timelines. All work submitted will be assessed. Parents/ Caregivers will be notified of missed or failed assessment tasks through the College's 'Stages of Concern' letters, email or telephone calls.

## Non-completion and/or late submission of assessment requirements

Where the student has not completed their assessment requirements or has submitted work past the due date, the parent/caregiver is to contact the College before 9:00am on the day of the in-class assessment task or due date for submission of an out-of-class assessment *and* provide a medical certificate to explain the absence or for urgent non-medical issues that have caused the absence, provide a letter of explanation immediately following the student's return to College.

Where the student provides a reason, which is acceptable to the College for the non-completion or non-submission of an assessment task, the teacher will:

- 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 teacher, the assessment is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).





## Non-submission of evidence of achievement - continued

Students will be provided with an opportunity to present evidence supporting their reason for not completing an assessment task or not submitting an assessment task by the due date. The College will decide whether or not the reason for non-completion or late submission is acceptable and apply an appropriate strategy.

If a student has been provided with the opportunity to complete the assessment requirements for a course unit but does not use this opportunity for reasons that are not acceptable to the College (e.g. absence on the due date of an assignment or on the day of a test, late submission of an assessment task) a consequent marks reduction may apply, at the discretion of the appropriate Head of Learning Area.

If a student does not have the opportunity to complete the assessment requirements for a course unit or subject and the reasons for non-completion are acceptable to the College, then the following assessment strategies may apply:

- alternative assessment task
- extension of time
- complete an assessment from the individual student assessment schedule, adjusting the possible mark accordingly and re-adjust the weighting of remaining tasks to meet the Authority's requirements for the course.

Parents/Caregivers will be notified if the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of non-completion or late submission of work.

### Extensions

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers may make their judgement on the evidence available by the deadline. Application for an extension must be in advance of the due date and should be supported by a parent/caregiver letter. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems. If a student does not apply for and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.



# Senior School Assessment Policy

## Cheating, Collusion and Plagiarism

Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations will not have that work accepted as valid evidence of achievement.

Cheating includes but is not limited to, possession or knowledge of examination or test questions prior to a test or examination. If students are found to be cheating, cancellation of all the candidates' practical or written marks will result. Possession of unauthorised notes or unauthorised technologies such as mobile phones, smart watches, Bluetooth and electronic devices are not permitted in tests and examinations and cancellation of part or all of the candidates practical and/or written examinations or test marks may result, regardless of whether or not actual use is established. Cheating also includes any attempt to modify assessed work, including but not limited to, altering or erasing teachers' marks and adding to assessed work in order to gain additional marks. Students caught sharing copies or images of assessments or test papers may be suspended from the College.

Cheating may result in a mark of zero for the whole assessment task or a mark of zero for the part(s) of the assessment task where the teacher can identify that cheating has occurred.

Collusion is when a student submits evidence that is not his or her own work for assessment. This evidence will not be accepted. Parents/ Caregivers will be informed and the collusion will be recorded against the student. The student will be deemed not to have attempted the task and an 'E' or zero (0) may be given. When required the student must show authenticity of their work by submitting notes,

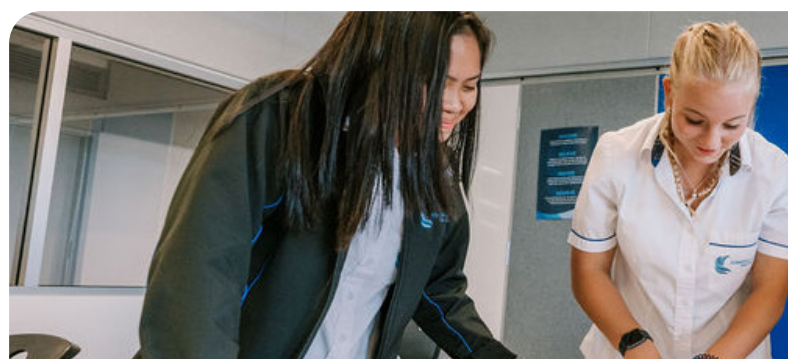
references (used and drafts), including draft versions of computer generated work to establish that collusion has not occurred. The student who allows their work to be copied may receive a mark of zero for a test or examination, or may be deemed not to have attempted the assessment

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied). This evidence will not be accepted and parents/caregivers will be notified. The student will be deemed not to have attempted the task and a zero (0) may be given. The student must show authenticity of their work by submitting notes, references used and drafts, including draft versions of computer generated work to establish that plagiarism has not occurred.

## Additional opportunity to complete a task

The student may be provided with an additional opportunity to complete a task if:

- the student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome
- the College agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a U, E or 0 to a passing grade or mark.



## Authentication of out-of-class assessment tasks

The teacher will use suitable strategies to validate that students have completed assessments without unfair assistance outside of class from, for example, tutors or parents/caregivers. Strategies to validate out-of-class work are:

- periodical monitoring of student progress with out-of-class assessment tasks completed over extended periods
- unseen questions administered in class with open access to reference notes
- research questions completed at home, with assessment measured by in-class testing of the key concepts
- prepared questions researched out of class but completed in class.

In the event of extended absence (sickness/misadventure/catastrophic event) a validation assessment may be required and used to moderate out-of-College assessments and inform professional teacher judgement on student achievement. Course and Assessment Outlines may also be changed should circumstances require for this validation and student achievement to occur and/or advised by the School Curriculum and Standards Authority. **Appendix 1** Procedural Fairness and Declaration of Authenticity will need be completed for each of these assessments and will be provided with the assessment.

### Out-of-College assessment by a third party

In some courses, students are able to demonstrate evidence of achievement in situations outside of College, such as the workplace or when completing a First Aid certificate. Achievement information provided by a third party must conform to School Curriculum and Standards Authority guidelines and College assessment policies.

Assessment in the out-of-College situation must be based on the course requirements and copies of the assessment tasks need to be retained in College records and made available for moderation purposes. It is important for the College to work collaboratively with the third party providers to meet these requirements and ensure internal comparability where necessary.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant head of Learning Area/teacher-in-charge who will sign the date and time received before forwarding to the teacher.

Students are responsible for retaining evidence of their out-of-college achievement in a course assessment folio. Teachers are responsible for recording and including the authenticated out-of-college evidence of student achievement with their judgements of other course assessment tasks.

Students who are enrolled in VDP/TAFE courses, must adhere to the appropriate TAFE Assessment Policy, due dates and guidelines. Students will receive the appropriate Assessment Policy once enrolled in their course.



# Senior School Assessment Policy

## Examinations and in-class assessments

For more information please refer to **Appendix 2**.

### Regulations

When attending examinations, students must adhere to the regulations for that examination. Details of regulations are included in **Appendix 2**. Infringement of regulations will result in an appropriate penalty.

### Attendance

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal and/or School Curriculum and Standards Authority before the examination date.

If a student is ill on the day of an examination, the appropriate Deputy Principal and/or delegate should be advised by telephone and a medical certificate provided on return to College. Participating in family holidays will not be accepted as an exceptional circumstance.

### School-based assessments

School-based assessment tasks are developed by teachers and are required to meet the requirements of the syllabus for the course. These tasks are conducted by teachers in accordance with the College's Year 11-12 Assessment Policy. The School Curriculum and Standards Authority provides advice to assist schools in developing and/or reviewing their policy.

At the end of a unit or pair of units, aggregate marks are used to produce a rank list of the students. The teacher uses the grade descriptions for the course/stage to assign a grade (A, B, C, D or E) to each student. Each course page provides the grade descriptions and annotated student work samples under the grading heading.

The School Curriculum and Standards Authority also provides seminars/workshops to assist teachers in assessment structure, development, review and student judgement.

Year 12 students, studying a Year 12 pair of ATAR course units and who sit the ATAR course examination, will also receive a school mark out of 100 for each unit. For courses with a practical (oral/interview, performance, production or portfolio) examination in addition to a school mark out of 100, schools are required to provide a mark out of 100 for the written component and a mark out of 100 for the practical component.





## Examinations and in-class assessments - continued

### Externally set tasks (EST)

All students enrolled in a general Year 12 course and/or a foundation Year 12 course are required to complete the externally set task (EST) developed by the School Curriculum and Standards Authority for that course. The EST is compulsory and forms part of the school-based assessment and is included as a separate assessment type with a weighting of 15% for the pair of units.

The ESTs are administered in schools during designated weeks in Term 2 under standard test conditions. The EST will take 50 minutes. The School Curriculum and Standards Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based. This notification will enable schools to ensure that the identified content is taught prior to the administration of the EST. The ESTs are marked by teachers in each school using a marking key provided by the School Curriculum and Standards Authority.

If a student is absent when the EST is administered, but returns to school within the period when the ESTs are scheduled, they are expected to complete the task under standard test conditions. However, as for all school-based assessments, the school should apply its Year 11 - 12 Assessment Policy should a student not sit the EST, and ensure the student is advised of the outcome of this action.

### ATAR Examinations

The School Curriculum and Standards Authority sets, administers and marks external examinations for Year 12 ATAR courses. The Authority also conducts nominated interstate language examinations.

The Year 12 ATAR courses examinations are conducted towards the end of each year, with the written examinations commencing on Monday of the week in which November 1 falls on a weekday; and Monday of the following week, when November 1 falls on a weekend. The practical examinations are held during the Term 3 holidays, including weekends and public holidays and continuing into the beginning of Term 4.

The Year 12 ATAR course timetables and interstate language written examination timetables will be available on the examination timetables webpage in June.

The School Curriculum and Standards Authority establishes examination centres in which each written examination is conducted at the same time, under uniform conditions by trained supervisors. The rules of conduct are outlined on the webpage at <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/rules-of-conduct-for-atar-course-examinations> and in the Year 12 Information Handbook: Part II Examinations, which is published on the School Curriculum and Standards Authority website in July. Any variation to standard examination conditions must be approved by the School Curriculum and Standards Authority through its special provisions processes.

# Senior School Assessment Policy

## Examinations and in-class assessments - continued

Each enrolled examination candidate receives a personalised examination timetable that gives details about the time, date and location of each examination in which they are enrolled. These timetables can be downloaded by students from the student portal from a nominated date in September, Term 3.

The School Curriculum and Standards Authority recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. The underlying principle of special provisions is to ensure that appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their external assessment is affected by illness, impairment or personal circumstances. Special provisions are available for practical and written examinations.

Students who are eligible for special provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course.

In considering the eligibility for special provisions, the School Curriculum and Standards Authority is mindful of the need to balance the competing demands of allowing students to demonstrate their knowledge, skills and understandings with the need to preserve the academic integrity of the assessment process. Not all provisions trialled at school may be approved for use in the ATAR course examinations.

There are two types of special provisions for the ATAR course examinations:

### **1. Special examination arrangements**

Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit an examination under special conditions. Application is made prior to the examinations.

### **2. Sickness/misadventure provisions**

Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations which they believe may have resulted in performance below expectations or non-attendance in particular examinations are given the opportunity to apply for assessment consideration. Application is made immediately after the examinations.

If a student does not attend their set examination/s without any reasonable grounds for special examination arrangements or approval of application for sickness/misadventure, then the student will receive a 0 mark for the examination.

Specific eligibility criteria apply for each form of special provision.

## Reporting

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents/ Caregivers will be regularly informed about a student's progress. Students and parents/ caregivers will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the subject/course requirements
- meeting WACE requirements
- when a grade of "D" or less is likely in formal reports and/or after an assessment task.

Student achievement is reported to the School Curriculum and Standards Authority. The School Curriculum and Standards Authority statistically moderates the College assessment based on the College performance in the external examination. The moderated school assessment appears on the student's record of achievement.

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 concern
- a telephone call or email
- via Compass/email.

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

# Senior School Assessment Policy

## Reporting - continued

### Reporting Categories for Year 11 and 12 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.                  |



## Reporting - continued

### 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.

# Senior School Assessment Policy

## Student appeals against College assessment

Students have the right to seek College reviews of assessment procedures and, if matters are not resolved satisfactorily, they may lodge appeals against College assessments with the School Curriculum and Standards Authority.

Students may appeal against College assessments on the grounds that the procedures used did not conform to the College's assessment policies based on School Curriculum and Standards Authority guidelines.

All relevant documentation must be retained by the College for use in the event of appeals against College assessments.

***Should a student or parent/caregiver disagree with an allocated mark/grade, a request in writing should be made immediately within 3 working days.***

The appropriate Deputy Principal will investigate to determine whether:

- the assessment program conformed to the School Curriculum and Standards Authority requirements
- the assessment procedures conformed with the College's Assessment Policy based on the School Curriculum and Standards Authority's guidelines
- any procedural or computational errors occurred in determining the student's assessment.

A review committee will make a judgement based on the evidence acquired from the student and the teacher, resulting in upholding the mark/grade awarded or adjusting the mark/grade. SCSA are informed of the change if the course mark or grade is adjusted.

## Retention of student work

Completed student assessments are required to be retained until the appeals process has been completed or date for appeal has expired. Teachers must establish and maintain an assessment file for each student which:

- contains all marked written assessment tasks, and can be accessed by the student for revision purposes
- is retained by the College until the results are accepted by the Authority
- is returned to the student with a specified period after the results are accepted by the Authority or is securely disposed of by the College.



**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



# Appendix 1

| Coastal Lakes College Procedural Fairness and Declaration of Authenticity form   |  |
|--|--|
| Student Name   |  |
| Course/Subject   |  |
| Assessment Task  |  |
| <p>As a student of Coastal Lakes College participating in an out-of-class/College assessment, I declare that:</p> <ul style="list-style-type: none"> <li>•All the work completed in this submission is my own</li> <li>•None of the work performed or submitted was worked upon directly by a teacher, or any other person or company except those acknowledged, if appropriate, in the references and acknowledgement section of this assessment.</li> <li>•None of the work for this submission was submitted for any other external assessment in any other course.</li> <li>•If this is a submission for timed assessment, that the assessment was completed within the set time period and additional time was not used to complete the assessment unless permitted under Special Educational Arrangements, approved by Coastal Lakes College and the Schools Curriculum and Standards Authority.</li> <li>•An on-site assessment may be used to validate the out-of-class/College assessment(s) and marks/grades allocated for the out-of-class assessment are adjusted based on validation and teacher judgement.</li> <li>•I may be asked to sit another assessment should it be determined that the assessment submitted cannot be validated.</li> <li>•The appropriate Assessment Policy for the student will be applied, should it be determined that the student has cheated or engaged in collusion or plagiarism.</li> </ul> |  |
| Student Signature  |  |
| Date   |  |
| Witness Name (Parent/Caregiver)  |  |
| Signature  |  |
| Date   |  |



## COASTAL LAKES College EXAMINATION INSTRUCTIONS FOR STUDENTS

### Examination Criteria

1. Students should read the examination rules and familiarise themselves with expected student behaviour during examinations.
2. Examination courses (ATAR) only are suspended for the duration of examinations.
3. General (non-examinable) courses are not suspended and continue during the examination period. Students with 3 examinations or fewer are required to attend classes on days other than those that they have an examination.
4. Uniform must be worn to examinations.
5. You must check the exam timetable to see that all of the examinations you are planning to sit are listed. If you believe there is an error on your Personalised Examination Timetable, please consult with the appropriate Deputy Principal.
6. You must sign your exam timetable and take it to each written examination as proof of enrolment/identity. This Personalised Examination Timetable will show your WA Student Number, which will need to be written on each of your examination question/answer books.

### Student attendance during examination period

Attendance during the examination period will vary depending on students' involvement in examinations.

Four or more examinations:

- Students engaged in at least four (4) examinations are required to be in attendance only for examinations as shown on their examination timetable. On other days, students may make arrangements to meet with their teachers, however, examination classes (ATAR) are suspended for examination courses during this period.

### Examination Instructions

1. Candidates should be at the exam centre 20 minutes prior to the time prescribed for the commencement of an exam.
2. No additional time will be provided to students that arrive late to an exam. You will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
3. Candidates should write clearly with a blue or black pen unless otherwise directed.
4. You must take your signed Personalised Exam Timetable to each exam and make it available for the supervisor.
5. You must provide your own pens, pencils, coloured pencils, sharpener, highlighters, ruler, eraser, correction fluid/tape and other items specified or recommended for particular courses. These specified or recommended items are listed on the front cover of each examination paper and in the examination design brief in the syllabus. Items should be contained in a pencil case made of clear materials.
6. Any equipment brought into the examination room will be subject to inspection. Equipment may bear only the original inscribed information and your name.

# Appendix 2

7. All items other than those listed on the front cover of each examination paper are classified as unauthorised and should not be brought into the examination room. These include, among other things:

- mobile phones
- smart watches
- MP3/MP4/iPods/iPads/laptop computers/tablets
- bags
- pencil cases not made of a clear material
- calculator cases/covers
- calculator instruction booklets
- map templates of any description
- external storage media.

If, due to a security risk, they cannot be left outside the examination room, then they must be turned off and left at the front of the room. No responsibility will be accepted by the supervisor for your personal property. Students found to be in possession of any of these items after the commencement of the exam will be deemed to have breached the examination rules and serious penalties such as cancellation of paper may apply.

8. Candidates are required to observe any general instructions which can be given by a supervisor and to note carefully any instructions that appear on the front of the examination paper. The period prior to the commencement of the examination must be observed as a reading period only. No writing, highlighting, underlining or use of calculators is permitted during the period.
9. No writing paper, notes, books or manuscripts may be brought into the examination room, other than those specifically permitted.
10. Approved calculators are permitted in some course examinations. A calculator must be silent in use and must not contain a program that transforms it into an unauthorised calculator. If you are found in possession of an unauthorised calculator, you will be in breach of the examination rules. Programmable calculators such as scientific, graphic, CAS and non-programmable calculators are permitted in the Section Two: Calculator-assumed of the mathematics examinations.

Candidates can take into the examination up to three calculators. Any brands or models of these calculators are permitted.

11. Approved dictionaries are permitted in the written examination of all language courses (except English). Personal copies of dictionaries must not contain any notes or other marks (including underlining and highlighting), except the name and address of a candidate, and will be inspected during the examination. Dictionaries may be consulted during the reading time of an exam.
12. You may take up to two (2) A4 sheets of notes into the mathematics examinations. These notes may only be used in the calculator-assumed section of the Mathematics Applications, Mathematics Methods and Mathematics Specialist examinations. Your notes in these courses can be handwritten, typed, photocopied or commercially produced. They must be flat and contain no folds and not be pages joined by glue or tape. They may be written on both sides, but must not have other notes attached to them (including sticky notes). The notes on the sheets may come from any source and contain any information that you wish to take into the examination. The font on the sheets may be of any size. You are not permitted to bring more than the prescribed number of sheets into these specific examinations. If you attempt to bring in more sheets than the authorised number, you will be in breach of examination rules.
13. Blank working paper cannot be brought into any examination. If you require additional working paper, you must ask the supervisor. Work that is not to be marked should have two lines drawn through it and be labelled 'do not mark'.
14. For multiple-choice sections, you must use blue or black pen to shade the boxes. Do not use erasable or gel pens.
15. You may use either a pen or pencil in other sections of the examination, though blue or black pen is preferable. Do not use erasable or gel pens.
16. Generally, eating is not permitted during an examination. However, if there are special circumstances (e.g. a diabetic condition), you may apply to eat food during an examination.
17. You can bring water to the examination in a clear plastic bottle with all labels removed. The water bottle should have a secure lid and have a capacity of no more than 1500ml. Water bottles may not be refilled during the examinations.
18. All written responses to examination questions must be in English unless specified in the examination paper.
19. The purpose of reading time is for you to read all instructions on the paper, familiarise yourself with the questions and determine which questions you will attempt. All ATAR course written examinations have 10 minutes reading time. Reading time is for reading only.

No marking of the paper by pen, pencil, highlighter, fingernail, or other items or the use of calculators, is permitted during this period. Approved dictionaries can be consulted during this time for all Language (except English) examinations. Music candidates are permitted to use College issued personal listening devices.

**20.** You will not be allowed to leave the examination during the first hour, or during the final 15 minutes of the examination. You will usually be advised by the supervisor when there are 15 minutes remaining in the examination. You must stop writing immediately when instructed by the supervisor. You should not leave your desk until all papers in the room have been collected. You should leave the examination room in an orderly fashion when directed by the supervisor. Talking to other candidates is not permitted in the examination room at any time.

**21.** When you have been dismissed from the examination, you should move well clear of the examination room so you don't disturb other candidates who may still be engaged in an examination. You are not permitted to remove examination materials from the examination room. All examination scripts remain the property of the College.

**22.** For Mathematics ATAR course examinations: (Mathematics Applications, Mathematics Methods and Mathematics Specialist)

- Each Mathematics ATAR course examination consists of two sections, Section One: Calculator-free and Section Two: Calculator-assumed. Formula sheets are provided for use in both sections of the examination. Notes may be used only in the calculator-assumed section. The following procedure will be used for sitting each Mathematics ATAR course examination:
- Both sections of the examination paper (Section One and Section Two) will be placed on your desk, along with the corresponding formula sheet.
- You will be required to place, in order, your notes, Section Two of the examination paper and your calculator, on the floor under or beside your seat.
- You may not touch these materials until instructed to do so.
- If you complete Section One early, you will not be allowed to start Section Two until instructed to do so
- Section One papers will be collected before you start Section Two.

**23.** During the examination no communication between candidates is allowed. Candidates wishing to communicate with a supervisor should raise their hand to attract attention.

**24.** Candidates are not permitted to remove examination materials from the examination room unless specific permission is given by the supervisor.

**25.** Candidates are required to adhere to the instructions for the conduct of the examination and any other instructions from the supervisors of the examination.

## Breach of the examination instructions

It is the responsibility of all candidates to ensure they understand all instructions relating to the examinations.

Candidates should check thoroughly that they do not have any unauthorised material prior to commencement of the exam.

Candidates found to have unauthorised material after the commencement of the examination run the risk of having their examination paper cancelled.

Where candidates are found to be in breach of instructions, the College may cancel the examination paper of the candidate.





**COASTAL LAKES**  
COLLEGE

*Imagine, Believe, Inspire & Achieve.*

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