



Senior Secondary Assessment Policy (Year 11 & 12) – Stage 1 & 2

MAY 2017

Document Number 1

Responsible Officer LEADERS – TEACHING & LEARNING (Middle & Secondary)

Effective Date 5th May, 2017

Description

This policy is provided to all students studying Stage 1 and Stage 2 units at St Joseph's Catholic College and is based on the South Australian Certificate of Education (SACE) requirements.

Year 10-12 students are enrolled in a combination of ACARA (Year 10) and SACE ATAR courses. Students also gain credit towards the completion of their Northern Territory Certificate of Education and Training (NTCET) by undertaking nationally accredited Vocational Education and Training (VET) programs. VET programs are delivered and assessed in partnership with Registered Training Organisations (RTOs) such as Charles Darwin University.

This policy applies to the assessment of all Stage 1 and 2 SACE courses.

- Respect - Resilience - Relationships -

PROCEDURES

Student responsibilities

It is the responsibility of the student to:

- Attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date;
- Maintain an assessment (folio of completed assessment tasks per subject) for each course studied and to make it available whenever required;
- Maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result);
- Initiate contact with teachers concerning known absence from class prior to the absence.
- Submit work that is their own
- Not permit any other student to copy their work
- Not permit any other student to use their work (unless required for an assessment task)
- Not use the work of any other student (unless required for an assessment task)
- Not collude with another student/s to undertake an assessment task
- Present developing work to the teacher as required to assist with the verification process
- Reference the ideas of works used in any assessment task that are from another person's work. This includes information from the Internet, books, pamphlets etc.
- Refer to SACE policy on plagiarism:
<https://www.sace.sa.edu.au/documents/652891/722147/Plagiarism+-+Guidelines+for+Students+and+Teachers.doc/43dec835-bd3a-45da-b16e-d1f76ed8d2f6>

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the correct syllabus for the particular course;
- provide students with a course outline and an assessment outline (see Section 3 for details);
- ensure that all assessment tasks are fair, valid and reliable;
- set reasonable and appropriate deadlines for submission of assessment
- mark student work in a timely manner
- provide students with timely assessment feedback and guidance;
- have classroom practices that provide an adequate level of supervision of student work to ensure that the final piece submitted is the student's own.
- maintain accurate records of student achievement;
- meet college and external timelines for assessment and reporting;
- inform students and parents of academic progress, as appropriate.
- provide opportunity for students who do not achieve a C grade or better in Personal Learning Plan, Stage 1 Literacy and Stage 1 Numeracy courses to supply additional evidence to bring their grade to a C or higher.

Information provided to students

The teacher will provide on the college intranet the following documents:

- the SACE syllabus for each course which includes the performance standards
- a course outline that shows:
 - the content from the syllabus in the sequence in which it will be taught;
 - the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline for the course, that includes:
 - the number of tasks to be assessed;
 - the approximate timing of each assessment
 - the weighting each assessment task;
 - a general description of each assessment task;
- Note: Students without internet access at home can request from their teacher a hard copy of these documents.
- ***Please refer to SACE policy online**
- <https://www.sace.sa.edu.au/about/policies/assessment-and-moderation>

Assessing student achievement

Some tasks are completed in-class and others are completed out-of-class.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units (or unit).

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Wherever appropriate, the criteria against which the task will be marked will also be provided.

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Modification of assessment and Special Provisions

Special Provisions are put in place to support students completing their assessments in adverse circumstances in Stage 1 and Stage 2.

Eligibility for special provisions is based on evidence that a student is unable to participate in, or comply with the requirements or conditions of the assessment due to illness, disability, impairment, misadventure, or personal circumstances, with reasonable adjustments to demonstrate their learning, such as an extension. Such adjustments must be fair to all students.

The responsibility is on the student to apply for special provisions and all applications must be supported with evidence. The evidence required will depend on the nature of the circumstance but will often include a medical certificate.

Special provisions are available to eligible students for both school assessment (Stage 1 and Stage 2) and external assessment (Stage 2). Schools are responsible for identifying and implementing reasonable adjustments for school assessments based on SACE rules and regulations.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Leader of Teaching and Learning Year 10 -12 who will provide a 'Submission of assessment task' slip.

A panel appointed by the SACE Board is responsible for considering and approving requests for external assessments at Stage 2.

For further details on this please see the link below

<https://www.sace.sa.edu.au/about/policies/assessment-and-moderation>

Special Provisions must be applied for PRIOR to the due date for submission of the assessment. They cannot be applied for retrospectively. Special Provisions are administered by the Leader of Teaching and Learning Year 10 -12.

Students who fail to submit an assessment task on the due date and who have not applied for special provisions will either:

1. Have their draft marked assuming one was submitted.
2. If a draft was not submitted, they will receive a grade of 0 (zero for the task)

St Joseph's Catholic College recognises the value of extended sporting and cultural trips, however they are not grounds for special provisions. Alternative arrangements for obtaining classwork and submission of assessment need to be negotiated well in advance of the absence.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may adjust this task in consultation with the Leader of Teaching and Learning Year 10 -12.

Students with special education needs

Students diagnosed with a special education need will where necessary have assessment tasks (written, practical and school examinations) adjusted. These adjustments will be consistent with those provided by the SACE Board. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time.

School examinations

A written examination will be held at the end of most ATAR courses at the end of Semester 1 and the end of Semester 2 for Stage 1 students. Examinations may be scheduled for some General courses where considered appropriate by the teacher in charge of that subject area.

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

In Stage 1, examinations are typically 2 or 2.5 hours duration. In Stage 2, examinations may be longer. The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are printed in the college student diary and are available on the college intranet. Trial examinations may be scheduled for some courses where it is considered appropriate by the teacher in charge of that subject area.

Breach of Rules

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

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

All assessments at Stage 1, and some at Stage 2, are school based. The principal, or the principal's delegate will determine any penalty to be applied if a breach of rules occurs in Stage 1 or Stage 2 school assessment. SACE Board staff are available to discuss and advise on procedures and penalties in such cases.

If there is a breach of rules in a Stage 2 external assessment, a student may have his or her grades or marks or scores cancelled or amended, and be liable to further penalty.

<https://www.sace.sa.edu.au/documents/652891/0ae2c862-931c-4f60-84ba-1c9368ff3ee7>

Transfer between courses/units

When a student commences a course late they are at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or courses is made through the Leader of Teaching and Learning Year10 -12. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the course into which they wish to transfer.

At St Joseph's the deadline for transfers during Semester 1 is Friday of Week 2). As most Stage 1 and 2 courses are assessed as a pair of units, students would be unlikely to be able to complete the structured educational plan or complete sufficient assessment tasks to allow a grade to be assigned for the unit to which they are transferring.

When a student transfers to a different course (e.g. from English ATAR to Essential English) or a similar course, the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and an individual assessment outline. The plan and the assessment outline will be discussed with the parent/guardian and provided to the student.

There is an expectation that students will engage with the full content of the course despite a late commencement.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the college with evidence of all completed assessment tasks. The Leader of Teaching and Learning Year10 -12 will contact the previous school to confirm:

- the part of the syllabus that has been taught;
- the assessment tasks which have been completed;
- the marks awarded for these tasks.

The Leader of Teaching and Learning Year10 -12 responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
- [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at St Joseph's Catholic College.
- determine the additional work, if any, to be completed;
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and an individual assessment outline. The plan and the modified assessment outline will be discussed with the parent/guardian and provided to the student.

Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks and/folios. The college will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher/s when assigning grades at the completion of the pair of units (or unit) and may be required by the SACE Board for moderation purposes. The college will not use the materials for any other purposes without the written permission of the student.

To assist students, the college establishes an assessment file for each student for each course. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The college retains the files until the marks have been accepted by the SACE Board. The written assessment tasks and/or folios are available to students for collection after that time. The College securely disposes of all materials not collected by the students by the end of the school year. All recorded evidence of performance for non-written assessment tasks is deleted at the end of the school year.

Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned they should, in the first instance, discuss the issue with the teacher as soon as is practical.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the Leader of Teaching and Learning Year 10 -12 responsible for the course.

The student or their parent/guardian can request, in writing, that the college conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline/s does/do not meet the syllabus requirements;
- the assessment procedures used do not conform with the college's assessment policy;
- procedural errors have occurred in the determination of the mark/s and/or grade/s;
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the SACE Board using an appeal form which is available from the Leader of Teaching and Learning Year 10 -12 or the SACE website. SACE representatives will then independently investigate the claim.

Superseded Documents ASSESSMENT & REPORTING P-10

Review Date Yearly

Related Documents

- Parent Handbook?
- Student Diary?

Endorsed by College Board
