

ASSESSMENT
POLICY

| **2019**



Kennedy
Baptist College

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POLICY

This policy is provided, through SEQTA Learn and Engage, to all students and their parents/guardians at Kennedy Baptist College and is based on School Curriculum and Standards Authority (Authority) requirements. This policy outlines information and practices commonly used at Kennedy Baptist College in relation to assessments.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement. Assessment tasks include tests, examinations, essays, reports, investigations, exhibitions, productions, performances and presentations.

PRINCIPLES OF ASSESSMENT

School-based assessment of student achievement in all courses is based on the following principles.

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices

The assessment program within each course will ensure that all assessment tasks have the following characteristics.

- **Validity**
Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.
- **Reliability**
Assessment tasks provide consistent and accurate assessment information for the target population.
- **Discrimination**
Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

PROCEDURE

1. Responsibilities

Each member of the College community has key responsibilities to ensure accurate assessment and reporting of student progress within a course.

1.1 College responsibilities

The College will:

- have an assessment policy based on the Authority's assessment guidelines. The procedures used by teachers to assess student achievement in each course must comply with the College's assessment policy.
- have a course outline and an assessment outline for each course
- implement appropriate assessment practices
- implement appropriate procedures for managing assessment information
- implement the grading procedures specified by the Authority
- provide individual assessment information to students. If requested, the school must provide the Authority with access to teachers' assessment documentation and the marked assessment tasks for all students
- implement assessment review and appeal processes
- participate in the Authority's procedures and reviews

1.2 Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority or VET
- syllabus for the particular course
- provide students with access to a course outline and an assessment outline (see Section 2 for details)
- ensure that all assessment tasks meet the Principles of Assessment
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

1.3 Student responsibilities

It is the responsibility of the student to:

- keep informed of course requirements through regularly checking SEQTA
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- 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)
- provide immediate and appropriate evidence pertaining to any absence from the College.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks,
- requests for extension of the due date for out-of-class assessment tasks and other issues
- pertaining to assessment
- initiate contact with Heads of Year with any issues pertaining to attendance, participation and completion of course programs
- inform parents concerning absence from class, missed in-class assessment tasks,
- requests for extension of the due date for out-of-class assessment tasks and other issues
- pertaining to course programs
- maintain the assessment file for each course studied which contains all completed written assessment tasks (see Section 9 for details)
- contact Deputy Principal: Curriculum or Director of Studies to discuss transfer between courses

1.4 Parent responsibilities

It is the responsibility of the parent to:

- keep informed of course requirements and student progress by regularly checking SEQTA and emails
- assist the student to 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)
- provide immediate and appropriate evidence pertaining to any student absence from the College
- contact teachers concerning issues pertaining to participation and completion of course programs
- contact Heads of Year with any issues pertaining to attendance, participation and completion of assessment programs
- contact Deputy Principal: Curriculum or Director of Studies where health issues or other personal circumstances may affect/prevent a student completing an assessment task, particularly examinations and education authority testing (NAPLAN, OLNA)
- contact Deputy Principal: Curriculum or Director of Studies to discuss transfer between courses

2. Curriculum Documentation

Before teaching begins the teacher will provide on SEQTA Learn and Engage the following document(s):

2.1 Syllabus

It is the teacher's responsibility to ensure that the current syllabus is used to develop the learning program and assessment program. The current syllabus is provided on the relevant course page of the Authority website.

2.2 Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. Each outline must indicate the:

- the content from the syllabus/qualification in the sequence in which it will be taught
- the approximate time allocated to each section of content from the syllabus/qualification

2.3 Assessment outline

The teacher determines the tasks that will be used to assess student performance. The set of tasks must conform to the assessment requirements defined by the Authority. This ensures that the planned assessment tasks will provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study. Each outline must include the following information:

- the number of tasks to be assessed
- a general description of each assessment task
- the assessment type
- an indication of the content covered by each assessment task
- the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
- the weighting for each assessment task
- the weighting for each assessment type, as specified in the assessment table of the syllabus

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher.

Common Practice

- **Year 7-10:** Elements of the course and assessment outlines either presented as either a combined document or as separate documents
- **Year 11-12:** WACE courses will provide separate Course and Assessment Outlines
- **Year 11 -12:** VET courses will provide a program outlining the sequence of delivery of course competencies.

Should changing circumstances require a significant change to the course and/or assessment outline (e.g. deleting a planned assessment task and re-weighting all other tasks):

- the amended documents will be uploaded on to SEQTA Learn and Engage
- students and parents will be messaged, through SEQTA Learn and Engage

3. Assessment tasks

Assessment tasks are developed by the teacher using the assessment types prescribed in the syllabus. When developing assessment tasks, the teacher is required to consider the principles of assessment identified in the policy.

The set of assessment tasks developed by the teacher should enable the teacher to determine the achievement of all students on a comprehensive sampling of the syllabus content. Where required, the weighting for each assessment type must conform to the weighting in the assessment table in the relevant syllabus.

3.1 Security of assessment tasks

Where there is more than one class studying the same course at the College, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, 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 College uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

Learning Areas may re-use an assessment task that was used in a previous year or use an assessment task that was developed by colleagues, professional associations and/or commercial publishers. In order to ensure that the re-use of a task does not advantage/disadvantage a particular group of students the following strategies are common practice:

- collect and retain assessments tasks and all student responses until disposed of by the College
- modify assessment tasks before re-using them in the future
- do not inform students of the source of any assessment task which is set externally and/or published.

3.2 Rules for the conduct of assessments

Appropriate conduct is crucial to ensuring the reliability, validity and fairness of all assessments. As such the College, supervisors and students have clear responsibilities whenever a formal assessment is conducted.

General Guidelines for all assessments

The College will provide students and parents with information about when an assessment will be conducted. Rules will be provided to students and parents for College examinations, NAPLAN, OLNAs and any other assessments required by government authorities (see appendix 1).

The supervisor will

- Invite students into the assessment environment
- Provide the assessment or instruction on how to obtain the assessment
- Provide students with clear instructions to begin the assessment
- Monitor student participation in the assessment
- Report breaches of assessment protocol to the relevant College staff member

The student will:

- Be prepared for the assessment
- Ensure they have the correct equipment
- Submit any unauthorised material to the supervisor before beginning the assessment
- Follow instructions
- Complete the assessment to the best of their ability
- Ensure an excellent standard of behaviour for the assessment

Any breach in assessment protocols by a student will result in the cancellation of some or all of the assessment marks. Parents will be informed of assessment breaches and the resulting consequence.

Where health issues or personal circumstances prevent a student from completing one or more school assessment tasks the College will follow the guidelines set out in section 4.3.

3.2.1 College examinations

College examinations are included in the assessment outline for a course. The weighting for these school-based examinations varies between courses and can be determined from the assessment outline.

Summary of examinations

Year	Timing	Type	Courses	Typical Duration
7	None	None	None	None
8	Semester	Written	English, Humanities, Mathematics and Science	1.5 hours plus reading
9	Semester	Written	English, Humanities, Mathematics and Science	1.5-2 hours plus reading time
10	Semester	Written	English, Humanities, Mathematics and Science	1.5-2 hours plus reading time
11	Semester	Written Practical*	ATAR courses only	2-3 hours plus reading time
12	Semester	Written Practical*	ATAR courses only	2.5-3 hours plus reading time

Practical*=a practical performance/oral examination will also be held in those courses with a practical, performance or oral ATAR examination.

The examination timetable and associated rules will be issued to students before the start of the exam period.

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 College 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).

Where health issues or personal circumstances prevent a student from completing one or more College examinations, as for all other assessment tasks, the College will determine whether the reason is acceptable (see Section 4.5 and 4.6 for details).

- If not acceptable the student will be given a mark of zero.
- If the reason is acceptable to the College the student will not sit the examination and their marks for other tasks will be re-weighted. In rare instances an alternate date will be set.

3.2.2 NAPLAN and OLNA

These assessments are set by external education authorities. Kennedy Baptist College must adhere to the policy, procedures and guidelines of these external authorities.

Summary of assessments

Year	Timing	Assesment	Number and delivery	Typical Duration
7	Term 2	NAPLAN	4 (online assessment)	40 – 60 minutes
9	Term 2	NAPLAN	4 (online assessment)	40 – 60 minutes
10	March and September	OLNA	A maximum of 3 (online assessment)	50 – 60 minutes
11	March and September	OLNA	A maximum of 3 (online assessment)	50 – 60 minutes
12	March and September	OLNA	A maximum of 3 (online assessment)	2-3 hours plus reading time

NAPLAN = all students complete NAPLAN (unless formally withdrawn by the parent)

OLNA = Year 10, 11 and 12 students who have yet to demonstrate Literacy and Numeracy standards.

Assessment breaches are reported to the relevant authority who will determine the penalty. Any student who breaches the rules may also incur College sanctions in line with the College discipline system.

Where health issues or personal circumstances prevent a student from completing one or more assessment the College will provide an alternate assessment date within authorised dates.

3.2.3 Externally set tasks (ESTs)

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 the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to College). If this is not until after the date that the Authority requires the College to submit the EST marks then the College will determine if the reason for non-completion is acceptable (see Section 4.5 and 4.6 for details).

- If the reason is not acceptable the student will be allocated a mark of zero.
- If the reason is acceptable to the College the teacher will:
 - include the assessment mark (if, in the opinion of the teacher, the task remains confidential), **or**
 - decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
 - not require the task to be completed and re-weight the student's marks for other tasks.

3.3 Marking keys

A marking key for each assessment task is developed by the teacher to make clear and explicit the criteria used to award marks. The marking key for the EST for each General and Foundation Year 12 course is provided to schools by the Authority.

Marking keys:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis for feedback to students
- enable the fair and valid ranking of student achievement/performance.

In the case of many assessment items (multiple-choice, cloze, supply, retrieval, match-up, etc.) the marking key is an answer or solution key. For other assessment tasks, such as extended written responses and portfolios, performances and productions in practical assessments, teachers will use an analytic marking key. Such a marking key provides diagnostic feedback. The format of an analytic marking key will vary according to the course and assessment type.

4. Grading

The College reports student achievements in grades. The grade assigned describes the overall achievement of a student for the completed course. The following grades are used:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement.

The College reports student achievements in VET courses as 'competent' upon successful completion of all course requirements.

4.1 Course completion requirement

If a student is to be assigned a grade for a course they must have completed the education program and the assessment program for the units. This requirement may be waived if the school accepts that there are exceptional and justifiable circumstances for non-completion of the program.

4.2 Students who transfer between courses and/or units

The College permits a student to transfer between courses when the College is able to justify the grade assigned to the student. To do this, the school is required to include the transferring student on the ranked list of students for the courses into which they are transferring.

The transfer process must be completed prior to the deadlines stated to students through notices each year. Approximate deadline:

Year and course type	Approximate deadline for changes
Year 7	No course changes take place
Year 8,9,10 Electives	Weeks 5-8 of Term 1 after which changes are not generally permissible
Year 8,9,10 Streamed courses	End of each semester in consultation with HoLAs
Year 11 Courses	Semester 1: approximately week 8 Term 1; Semester 2: end of Term 2
Year 12 courses	Approximately week 8 Term 1

For further details on student transfers see section 7.

4.3 Students who do not have the opportunity to complete the assessment program

In general all students have the opportunity to complete the assessment program. On rare occasions some students may not be able to complete the assessment program because of injury, illness, personal circumstances, cultural beliefs or a disability and/or specific learning difficulty.

Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian/carer and appropriate school support services. Through this process it may be agreed that the student:

- attempts fewer courses in a year, **or**
- completes some or all of the courses in which they are enrolled through the School of Special Educational Needs: Medical and Mental Health, with the support of the school's teachers, **or**
- transfers to the School of Isolated and Distance Education (if the student meets the enrolment requirements)

Kennedy Baptist College cannot facilitate on-line learning.

4.3.1 Significant health issues or personal circumstance

Where significant health issues or other personal circumstances may prevent a student completing an assessment task, the student (or the parent/guardian) must discuss the matter with the Deputy Principal: Curriculum or Director of Studies at the earliest opportunity. The College will determine whether the reason is acceptable (see Section 4.5 and 4.6 for details).

If the reason for non-completion is acceptable to the College, and sufficient evidence is available, then the teacher can make a professional judgement of the grade to be assigned for a course.

If the reason for non-completion is acceptable to the College, but sufficient evidence of student achievement is not available, then the school may:

- modify the program so that it can be completed by the student, **or**
- provide an alternative assessment task, or tasks, that conforms with the assessment requirements of the course (e.g. modify the task/s but maintain the same standards), **or**
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, **or**
- provide an E grade or not grade the student for the course

4.3.2 Cultural belief

Where cultural beliefs may prevent a student completing an assessment task, the student (or the parent/guardian) must discuss the matter with the Head of Learning Area, Deputy Principal: Curriculum or Director of Studies at the earliest opportunity. The College will determine whether the request is acceptable to the College.

If the reason for non-completion is acceptable to the College, then the College will

- provide an alternative assessment task, or tasks that conform to the assessment requirements of the course (e.g. modify the task/s but maintain the same standards).

4.3.3 Disability and/or specific learning difficulty.

Where disability and/or specific learning difficulty may prevent a student completing an assessment task, the student (or the parent/guardian) must discuss the matter with the Deputy Principal: Curriculum or Director of Studies at the earliest opportunity. (see section 4.11 for details).

4.4 Students who do not take advantage of the opportunity to complete the assessment program

If a student has been provided with the opportunity to complete the assessment program, but does not use this opportunity for reasons that are not acceptable to the College then the appropriate rules, procedures and penalties will be applied (see Section 4.6 for details).

The Deputy Principal: Curriculum or Director of Studies will decide when/if the reason provided by a student (or parent/guardian) **is not acceptable** to the College.

4.5. Acceptable reasons for non-completion or non-submission

All absences from the College must be explained. 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 College. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including College examinations and the externally set 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 must:

- provide either a medical certificate or a letter of explanation immediately the student returns to the College **and**
- in the case of a College examination, contact the Deputy Principal: Curriculum or Director of Studies before 9.00 am on the day of the examination

All teachers will assume a student's reason for the non-completion or non-submission of an assessment task **is acceptable** to the College and the teacher will:

- require the completion or submission of the task upon returning to the class (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the 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 (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

College approved events such as excursions, TAFE or Workplace Learning are a valid reason for non-completion or submission of an assessment task. If a task is scheduled on a day that a student is attending an off campus College approved event the student will complete/submit the task in the next scheduled class period.

4.6 Unacceptable reasons for non-completion or non-submission

All absences from the College must be explained. The penalty for non-completion or non-submission of an assessment task will be applied when a student or parent fails to provide a reason or provides a reason which is unacceptable to the College. Unacceptable reasons are generally events that can be rescheduled. Reasons that are unacceptable to the College include but are not limited to:

- failure in technology
- more time to prepare for an assessment
- preparation for a school ball
- significant accumulation of absence
- family holidays

The Deputy Principal: Curriculum or Director of Studies will decide when/if the reason provided by a student (or parent/guardian) **is not acceptable** to the College.

In exceptional circumstances, the parent/guardian may negotiate with the Deputy Principal: Curriculum or Director of Studies the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

4.6.1 Penalties for an out-of-class assessment

If an assessment task cannot be submitted directly to the teacher it is to be submitted to a member of staff in Student Services who will record the submission. Students are encouraged to wait until the submission is recorded in their presence.

Where an out-of-class assessment task is submitted after the due date or is not submitted and the student provides a reason which **is not acceptable** to the College the following penalties apply:

- 10% deduction of the of the total value of the assessment (if submitted one school day late), **or**
- 20% deduction of the of the total value of the assessment (if submitted two school days late), **or**
- 30% deduction of the of the total value of the assessment (if submitted three school days late), **or**
- a mark of zero (if submitted more than three school days late or not submitted).

If a student does not submit an out-of-class assessment task and is present in class on the due date the teacher will inform the parent either through a phone call or SEQTA message.

The penalty for non-submission or late completion will be provided to the parent via a College email.

4.6.2 Penalties for assessment

The Deputy Principal: Curriculum or Director of Studies will decide when/if the reason provided by a student (or parent/guardian) **is not acceptable** to the College. The student, parent/guardian and teacher are informed of the decision.

Where the student provides a reason, which **is not acceptable** to the College for the non-completion of an assessment task the student will receive a mark of zero.

If a student accumulates a significant number of days absent from the College the Deputy Principal: Curriculum will inform the parent that future absences, explained or otherwise, will result automatically in an assessment mark of zero.

4.7 Grade descriptions

Each grade (A, B, C, D and E) is based on the student's overall performance for a course with reference to a set of pre-determined standards.

In Year 7-10 the standards are defined by the achievements standards available to the public through the Authority's website. Judging standards is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling.

In Years 11 and 12 the standards are defined by the grade descriptions which are included in the syllabus.

Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards
- are subject to continuing review by the Authority.

4.8 Establishing grade cut-offs

To establish grade cut-offs at the completion of a course the teacher:

- generates a ranked list of all students based on the weighted mark out of 100 using the school's assessment outline
- compares the work for selected students with the grade descriptions
- identifies from the ranked list clusters of each grade A, B, C D and/or E
- examines the work of the students either side of a change in grade cluster
- determines the cut-offs for each grade

The results must be internally consistent and students with the same mark cannot be assigned different grades. As the standard of the assessment tasks and the standard of marking may vary from year to year, teacher to teacher and course to course, pre-established cut-offs can only be used as a notional point at which to start reviewing student work against the grade descriptions.

4.9 Assigning grades where a school has multiple classes in a course

If more than one teacher is delivering the same course the College uses procedures to ensure that marks and grades assigned are comparable across all classes. This internal comparability ensures that students are neither advantaged nor disadvantaged by the assessment procedures of different teachers within that College.

The achievement of internal comparability is based on collaboration between teachers. When assigning grades for a particular course, the College ranks all students in the course, rather than just ranking students within individual classes. The ranked list is used with the grade descriptions and student work when assigning grades. This means that the mark for all students from all classes within a course is on the same scale.

To achieve a common scale across multiple classes in the same course teachers typically make use of:

- a common course outline
- a common assessment outline (i.e. common assessment tasks with the same weightings)
- a common marking key for each assessment task
- marking strategies to ensure comparability such as:
 - one teacher marking a particular section of the same assessment task from all classes;
 - one teacher marking a complete assessment task from all classes;
 - one teacher marking a complete assessment task from another teacher's class;
 - double-marking the assessment task, or part of the task, for all students or for a selection of students, then discussing comparability, reviewing marks and making adjustments where required.

Where there is more than one class studying the same course at the College, all of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, 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.

4.10 Procedures to be implemented if assessment is affected by a catastrophic event

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the following will occur:

- Review the completed assessment tasks, the teacher or HoLA makes a professional judgement of the performance of the students affected by the event.
- Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event.
- The school informs the students affected by the event (and parents/guardians/carers) of the changes to how their achievement will be determined, including any additional assessment tasks.

4.11 Students with a disability

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 College examinations) adjusted by the teacher in consultation with the Deputy Principal: Curriculum or Director of Studies. These adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of assistive technology or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

The type of support will vary according to the particular needs of the student and the nature of the task. Adjustments will be explicit in the form of an Education Plan. The following principles provide guidance for the College when making decisions about the nature and appropriateness of special considerations and special arrangements:

- Students who have special education needs are provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement are applied in the same way as for all students enrolled in the course.

- Students with special educational needs will be assessed on what they know and can do, and not on what they might do, if they did not have their disability and/or specific learning disability.
- A student with special educational needs, who has a modified assessment program, will be assessed against the specific standard for the course.
- If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications (usually outlined in the Education Plan).
- The school will implement special arrangements where a student with disability cannot complete an assessment task under the standard conditions (usually outlined in the Education Plan).
- The school's assessment policy for non-completion/submission of assessment tasks will be followed where a student, because of the nature of their disability, is frequently absent from school (see section 4).
- When assessing students with a diagnosed disability, the College will consider the functional impact of the disability which may prevent the student completing an assessment task under standard arrangements.
- The College will ensure that students with special education needs studying ATAR, General or Foundation units complete assessment tasks under appropriate conditions.

5. Reporting of student achievement

The College reports student achievement at the end of Semester 1 and at the end of Semester 2. Student achievement is reported in varying formats to the student, parents/guardians/carers and, where required to the Authority.

Year	Semester One	Year
7	Grade; attributes and comment Term 1 electives	Grade; attributes and comment Term 2,3,4 electives
8-10	Grade; attributes and comment All courses	Grade; attributes and comment All courses
11	Grade; attributes and comment All courses	Grade; attributes and comment and Statement of Results showing grades as reported to the Authority
12	Grade; attributes and comment All courses	Statement of Results showing grades as reported to the Authority

The College report provides for each course:

- student attributes and a comment from the teacher
- a grade ^{1, 2 and 3}
- the percentage mark¹ (calculated from the weighted total mark).
- the percentage mark in the school-based examination (Year 11 and 12 ATAR courses only)

¹ The Semester 1 mark and grade are interim as they are not finalised until the end of the year.

² Christian Education and VET courses are not graded

³ Year 11 and 12 Physical Education, Study classes and VET (end of year) are not included in reports

At the end of the year, Year 11 and 12 students are provided with a Kennedy Baptist College Statement of Results, which lists the school mark and grade for each course unit or pair of units.

- These are the results which will be submitted to the Authority.
- All final grades are subject to approval by the Authority at the end of the year.
- The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the College.
- The school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students.
- VET results are subject to RTO approval and reported to the Authority separately

Year 7-10 grades are not required by the Authority.

6. Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students must not engage in a dishonest act to gain an unfair advantage.

Cheating on assessment tasks conducted under test or examination conditions is copying the work of another student or contravening other school rules.

Plagiarism may be in the form of:

- submitting the work that another person has completed as one's own work
- downloading artwork, graphics or other material from the internet and presenting it as one's own without acknowledgement
- submitting work to which another person such as a parent, family member, teacher or expert has contributed substantially
- failing to provide a correctly referenced bibliography

Collusion on assessment tasks may be in the form of:

- providing a student with information about the content of an assessment
- submitting work which is a copy, whole or in part, of another student (current or past)

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 responsible for the course. The HoLA will discuss with the student the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or 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 or section of the assessment task where the teacher can identify that the work is not the student's own.

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

6.1 Authentication of out-of-class assessment tasks

Teachers will ensure, to the best of their ability, that an out-of-class assessment is completed by the student. To authenticate student achievement in an out-of-class assessment task, teachers typically use a combination of strategies such as:

- teacher monitoring of student progress (e.g. checking a student log book documenting the stages in the development process)
- administration of the task in class with open access to reference notes
- validation of student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task
- completion of the task partially at home and partially at school
- requiring a signed student declaration stating that all unacknowledged work is the student's own.

6.2 Assessing individual performance on group tasks

The assessment of individual performance in a group task is acceptable when the purpose of the assessment task is to assess the individual's knowledge, understandings and skills while in the group situation (rather than to assess the student's capacity to work in a group). In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, understandings and skills that the task aims to assess.

To monitor individual performance on a group task, teachers typically use strategies such as:

- teacher monitoring of group and individual progress
- use of a teacher-monitored log book or checklist to document the stages in the development of the task
- peer evaluation.

7. Assessing students who transfer

There are various circumstances in which students can transfer. These include:

- transferring between courses after commencing
- transferring between courses and/or units after the completion of semester
- transferring between courses and/or units when students move between schools

In order to transfer courses one or more of the following steps will take place:

- Student meeting with the Deputy Principal: Curriculum or Director of Studies
- Recommendation of Head of Learning Area
- Request from parent
- Approval by parent/guardian

A meeting or communication may take place with the parent/guardian to discuss student progress, risks and the requirements necessary for the student to be assigned a grade for the course into which they wish to transfer. Transfers within the College are only permitted before deadlines (see section 4.2). Transfers from another school are considered separately.

7.1 Assessing a student who transfers between courses after commencing

Typically the student transfers courses within 8 weeks of the commencement of the course. The student is required to:

- complete work to cover the content of the education program that they have missed, and
- complete any missed assessment tasks, or
- complete similar tasks (where marked tasks have been returned to other students), or

In rare circumstances the missed task/s will be removed from the assessment outline for this student and the weightings of other tasks of the same assessment type adjusted accordingly, to ensure that the assessment requirements of the syllabus are met. This condition usually applies to practical components within a course e.g. experiments, cooking.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher in consultation with the Deputy Principal: Curriculum or Director of Studies will negotiate an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be provided to the student.

7.2 Assessing a student who transfers between courses after the completion of a semester

Typically the student transfers courses after the Semester One examinations and before the start of the next program. In this case the student is not required to complete any missed assessments from the first semester but where an end of year examination occurs the student will need to complete work to cover the content of the education program from the first semester.

Where a student transfers at the end of a semester but the next program of work has begun, the student is required to:

- complete work to cover the content of the education program that they have missed, **and**
- complete any missed assessment tasks, **or**
- complete similar tasks (where marked tasks have been returned to other students), **or**

Year 11 students who transfer between courses will have a mark and grade for each of unit they transfer between reported to the Authority. This means Unit 1 will be reported as the mark and grade as recorded on the College Semester 1 report and Unit 2 will be reported as the mark and grade as reported on the College Year report.

7.3 Assessing a student who transfers from another school

Student transfers between schools can occur at any time in a school year. College processes differ and are dependent on the entry year group.

7.3.1 Transfers within Years 7-10

The student is not required to complete any missed assessments but where an examination occurs the student is expected to revise all relevant course content and attempt the examination to the best of their ability.

Where a student transfers late in the year, typically Term 4, the College will not report a grade for the student in any courses. The parent will be informed of this information before reporting is completed.

7.3.2 Transfers within Years 11 and 12

Transfers/enrolments for Year 11 and 12 are only accepted within the transfer deadlines set by the College. Year 11 and 12 transfers can occur in Term 1. Year 11 students can transfer after Semester 1 is completed at their previous school. Year 12 students cannot be enrolled after Term 1. This transfer/enrolment condition means that a student who transfers fits into the categories described above 7.1 and 7.2. Additionally the following will apply to students transferring between schools.

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 Deputy Principal: Curriculum or Director of Studies will contact the previous school to confirm the:

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

The Head of Learning Area 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 Kennedy Baptist College.]
- the additional work, if any, to be completed
- 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 to enable a grade to be assigned, the teacher in consultation with the Deputy Principal: Curriculum or Director of Studies will negotiate an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be provided to the student.

7.3.3 Transfers out of the College

A student who transfers out of the College may require a copy of the course program, assessment outline and assessments. Any all requests for information should be made directly to the Deputy Principal: Curriculum or Director of Studies.

All teachers are required to retain appropriate material and records as described in Section 8.

8. Retention and disposal of student work

The College will retain all assessment tasks. This material is required by the teacher when assigning grades at the completion of a course and may be required by the Authority for moderation purposes.

The College may also use student materials for display at College/Public events such as Open Day, Assembly, Showcase. The College will not use the materials for any other external purpose without the written permission of the student and parent.

8.1 Retention of student work

To assist students, the College establishes an assessment file for each student for each course/program.

The file holds all marked written assessment tasks which:

- is retained at the College in a secure and tamper free manner (not accessible to the general College or external population)
- is accessible to the relevant student during class time when marked assessments are returned for evaluation and review purposes
- is accessible to the relevant student for revision purposes out of class time during College tutoring or in the presence of a teacher
- must be kept in good order by the students (no material is to be removed)
- is retained by the College until the marks have been accepted by the Authority

The College will retain all non-written assessment tasks in the form of

- audio or video recordings or digital products
- photographs
- marking keys

This material is required by the teacher when assigning grades at the completion of the course and may be required by the Authority for moderation purposes.

Non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

8.2 Disposal of student work

The written assessment tasks/file may be available to students for collection after the expiry of the Authority's grade appeal process (typically one term after the end of academic year).

Non-written practical pieces of work may be available to students for collection after College reporting processes. All materials not collected by the expiry of the Authority's grade appeal process (typically one term after the end of academic year) are securely disposed of by the College.

9. Reviewing marks and grades

If a student (or the parent/guardian) considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If an issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant Head of Learning Area responsible for the course.

If an issue cannot be resolved through discussion with the Head of Learning Area responsible for the course, the student or their parent/guardian can request, in writing to the Deputy Principal: Curriculum, 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 does not meet the syllabus requirements and/or
- the assessment procedures used do not conform with the College's Assessment Policy and/or
- procedural errors have occurred in the determination of the course mark and/or
- grade computational errors have occurred in the determination of the course mark.

Note: Issues around grading must be discussed within one term of the distribution of a College report.

The Deputy Principal: Curriculum, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher/HoLA 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 School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal: Curriculum or Director of Studies or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the College will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of results as necessary.

Appendix 1 Rules for the conduct of assessments

Instructions and protocols for NAPLAN Online

Before the test day:

- Students are required to ensure that their earphones are in working order and the volume settings on their devices are audible when they are using their earphones. Once students go onto their NAPLAN locked-down browser, they cannot adjust their earphone volume settings.

On the test day:

- You must not leave the assessment window and try to access another website. If you attempt to access any unauthorised information or engage in any other form of cheating your actions will be reported to the School Curriculum and Standards Authority for investigation. This may result in the cancellation of your results. Your usage of the internet or other applications during the assessment period will be monitored.
- Equipment permitted: pen/pencils, sharpener, eraser and earphones.
- Students must bring stationery in a clear pencil case or container.
- Students may only bring with them what they need to complete the tests e.g. no lucky charms or toys are allowed.
- There is no borrowing of equipment during the tests.
- No communication of any kind (verbal, gestural/signal) is allowed in an assessment. Students may be asked to leave the room if they are continually disruptive.
- Students should not bring iWatches into an assessment room.
- Students must stay in the classroom for the assessment. Toilet breaks should not be required as these assessments are generally the same length as class period.
- Students arriving late may not be allowed into the assessment room.

Instructions and protocols for OLNA

- Equipment permitted: 2B pencils, sharpener, eraser, fully charged computer.
- Students must bring stationery in a clear pencil case or container.
- Students may only bring with them what they need to complete the tests e.g. no lucky charms or toys are allowed.
- There is no borrowing of equipment during the tests.
- No communication of any kind (verbal, gestural/signal) is allowed in an assessment. Students may be asked to leave the room if they are continually disruptive.
- Students should not bring mobile phones, iWatches or any other electronic devices into an assessment room. If they have a mobile phone or iWatch in their possession during the examination, regardless of its status, a mark of zero (0%) may be awarded.
- A clear bottle of water is allowed into the assessment room.
- Students arriving late may not be allowed into the assessment room.
- Students must stay in the classroom for the assessment. Toilet breaks should not be required as these assessments are generally the same length as class periods.



LOWER SCHOOL EXAMINATION RULES

- Students must bring equipment in a clear pencil case or container.
- Students may only bring with them what they need to complete the tests. e.g. no lucky charms or toys are allowed.
- There is no borrowing of equipment during the tests.
- No communication of any kind (verbal, gestural/signal) is allowed in an assessment. Any student who is communicating or cheating during an examination will receive a mark of zero (0%).
- Students should not bring mobile phones, iWatches or any other electronic devices into an assessment room. If they have a mobile phone or iWatch in their possession during the examination, regardless of its status, a mark of zero (0%) may be awarded.
- A clear bottle of water is allowed into the assessment room.
- Students arriving late may not be allowed into the assessment room and must report to Student Services upon arrival to the College.
- Students must stay in the classroom for the assessment. Toilet breaks should be avoided and no breaks can be given in the first or last 20 minutes of an examination.
- A student who is disruptive during an examination will be asked to leave the room and will receive a mark of zero (0%) for the examination.
- If your child is sick on the day of the assessment, please email: absent@kennedy.wa.edu.au or ring the absentee line at 6188 0698. This information will be forwarded to the Director of Studies.



SENIOR SCHOOL EXAMINATION RULES

- Students are not required to attend unless they have an examination scheduled. No formal lessons will be conducted during the examination time.
- Students should be at the College at least 30 minutes before the examination commences. Late arrivals may not be admitted to the examination and are to report directly to the Director of Studies via Student Services.
- Students are expected to be in full College uniform for all examinations. Failure to attend in correct uniform may result in the student being excluded from the examination room.
- Students are welcome at the College when not timetabled for an examination to seek teachers' help or to use the Research and Study Centre or Study room, but are still expected to be in full and correct College uniform (not Physical Education uniform). NB Students must pre-organise revision sessions with staff during the College day, teachers will still be teaching and many will be supervising or marking examinations.

AM Examination		PM Examination	
8:15 am	Enter room	1:05 pm	Enter room
8:20 – 8:30	Reading time	1:05 – 1:15	Reading time
8:30 – 11:00	Working (2.5hrs)	1:15 – 3:45	Working (2.5hrs)
8:30 – 11:30	Working (3hrs)	1:15 – 4:15	Working (3hrs)

- No entry into the examination room until the supervisor calls you in.
- Equipment for the examination, (pencils, pens, erasers etc) must be in a clear container. No borrowing of rulers, pens, erasers etc during the exam.
- No graffiti of any kind. (This includes writing on hands, arms, legs, equipment etc)
- Students should not bring mobile phones, iWatches or any other electronic devices into an assessment room, however students will be asked to leave their mobile phone turned off and at the front of the classroom (usually on the whiteboard sill). If they have a mobile phone or iWatch in their possession during the examination, regardless of its status, a mark of zero (0%) may be awarded.
- No books, bags or calculator covers are to be on desks or floor during examinations. These items must be left at the front of the examination room.
- No lucky charms or tokens/toys are to be taken into the examination room.
- No communication of any kind with another student during examination.
- Some subjects permit certain types of calculators, notes, or dictionaries into the examination. It is the students' responsibility to be aware of the requirements for their subjects.
- Students must remain in the examination room for the entire length of the exam period – even if they have finished early. Toilet breaks are not allowed in the first and last 20 minutes of the examination.
- Examinations involving multiple classes of the same Course of Study will have student lists posted outside the examination rooms for the students to identify which room they are in.
- All students are asked to carefully study their timetable to be familiar with their examination program.
- Students are reminded that when they are not sitting for their examinations, another group may still be working. While examinations are on, students are to move quietly between classes and are not to congregate outside Lower School classes, or outside examination rooms.
- It is a policy of the College not to give results of early examinations out during the examination weeks as this may affect preparation and performance in later examinations. We ask students to respect this by not asking teachers for their results until after the commencement of lessons.

Glossary of Definitions and Terms

Achievement standard	The achievement standard describes an expected level that the majority of students are achieving by the end of a given year of schooling. Meeting the achievement standard at a satisfactory level is described by a C grade. Meeting the achievement standard at a higher level is described by an A (Excellent) grade or a B (High) grade.
Assessment	Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.
ATAR	The Australian Tertiary Admission Rank (ATAR) is used for admission to university courses. The ATAR ranges between zero and 99.95. It reports a students' rank relative to all other WA students of Year 12 school leaving age. e.g. an ATAR of 70 means the individual is equal to or better than 70% of the student population.
Authority	The School Curriculum and Standards Authority (SCSA) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.
Curriculum	The curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.
EST	The Externally Set Task (EST) is an assessment developed by the Authority. The EST is compulsory for all students enrolled in a General Year 12 course and/or a Foundation Year 12 course.
Grade	A grade describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
NAPLAN	National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for all students in Years 3, 5, 7 and 9 managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).
OLNA	The Online Literacy and Numeracy Assessment (OLNA) is an assessment developed by the Authority. The purpose of the OLNA is to enable Year 11 and 12 students to successfully meet the WACE requirement of demonstrating the minimum standard of literacy and numeracy.
Reporting	Reporting is the process of formally and informally communicating student achievement to parents, guardians and students.
RTO	A Registered Training Organisation (RTO) is an organisation providing VET courses to students, resulting in qualifications or statements of attainment that are recognised and accepted by industry and other educational institutions throughout Australia.
VET	Vocational Education and Training (VET) is an education and training package, delivered by registered training organisations, which provides people with occupational or work related knowledge and skills.
TAFE	Technical and Further Education (TAFE) institutes are providers of VET courses.
WACE	The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.