

1. Rationale

This policy statement is to ensure that the College conforms to the requirements for statewide comparability of school assessment and grading as set out by the Curriculum Council. The procedures and requirements set out in this policy are to ensure that fair and just assessment criteria are applied equally to all students.

2. Definition

- 2.1. 'Assessment' refers to work completed by students for the purposes of making judgements towards final results (as opposed to homework or other activities).

3. Scope

This policy applies to all staff working at Mazenod College

4. Principles

- 4.1. The principles of assessment are aligned with the SCSA Assessment Principles and Practice:
- assessment should be an integral part of Teaching and Learning
 - assessment should be educative
 - assessment should be fair
 - assessments should be designed to meet their specific purposes
 - assessment should lead to informative reporting
 - assessment should lead to school-wide evaluation processes.
- 4.2. Schools are required to participate in formal SCSA moderation processes which aim to establish comparability in grades and levels/bands across schools. Students need to recognise that grades and levels/bands allocated by the school may be subject to change as a result of these processes. Students will be informed as soon as is practicable if such changes were to be made. All results are therefore provisional only.

5. Procedures

5.1. Student Responsibility

- Students will receive early on in each course they are studying, an assessment program.
- Teachers will give students sufficient notice of when assessment tasks are due.
- Students are required to attempt all assessment tasks.
- In Years 11 and 12, failure to do so may result in a 'RNM' (Requirements Not Met) or 'U' (Unfinished) being awarded for the course / unit. In this case the Curriculum Council considers the subject not done and therefore cannot be included for the purpose of Secondary Graduation.
- Students must maintain a folio of achievement evidence (assessment tasks) throughout the year until February of the following year so that SCSA moderators can verify results awarded by the teacher. Failure to do so may result in adjustment of final results.

Learn what you are in the eyes of God.

5.2. Course Completion

In order to obtain a grade, a student must remain enrolled until the end of the course and complete the school's assessment programme for the course (where completing means to have made a 'reasonable' effort). The teacher in conjunction with the Head of Learning Area will determine whether a 'reasonable' attempt has been made.

5.3. Students Transferring Subjects

- Students wishing to make changes to their course of study must consult with the Deputy Principal (Senior School) who will discuss the change with the teachers concerned. Students must not change classes until parental permission is granted and approval given by the Deputy Principal.
- Students who enter a course late will be required to complete the objectives for the whole course. The Head of Learning Area, in conjunction with the Teacher, will decide what assessment tasks will need to be completed. Where students can provide scripts of assessment in the course from a previous school, the Head of Learning Area will consider whether these results can be used as part of the assessment for the course.

5.4. Cheating and Plagiarism

If cheating or plagiarism in any assessment task is established beyond reasonable doubt then the student will be required repeat the task or complete an alternative task on a detention basis. In Assessment Structure courses, a mark penalty will apply at the discretion of the Head of Learning Area. Students who allow their work to be copied may be penalised at the discretion of the teacher in consultation with the Head of Learning Area.

5.5. Extensions

In the case of out-of-class assessments an extension may be given for serious reason based on parental request sighted before the due date.

5.6. Absence from Assessments

- If a student is unable to be at school on the day of an assessment task, or on the day an assessment task is due to be handed in, parental contact must be made on that day with the school justifying the absence. In the case of illness, a doctor's certificate may be required for verification. If a student misses an assessment, the subject teacher in consultation with the Head of Learning Area will decide whether the reason given is sufficient to warrant exemption from penalty.
- Where a student does miss an assessment task due to justifiable reason, the student will normally complete the task as soon as practicable upon his return to school. This will generally be in the student's own time. If doubt arises as to the validity of the task, the teacher in consultation with the Head of Learning Area may arrange an alternative task.
- Where the reason is deemed insufficient to warrant exemption from penalty:
 - in the case of Out of Class Late Assessment:
 - parental contact made by teacher
 - 20% per day penalty
 - after School Detention to complete the task.
 - in the Case of In-class Assessment:
 - parental contact made by teacher
 - 20% penalty
 - student to complete assessment at a time set in conjunction with the Head of Learning Areas.
- Allowances will not be made for students who miss assessments as a result of organised holidays during school time.

5.7. Special Provisions for Exam Candidates

- Mazenod College provides specific concessions for students with physical disabilities or diagnosed learning difficulties to demonstrate their achievement of specific subject outcomes or objectives. The provision of concessions is consistent with Curriculum Council guidelines.
- For example, students diagnosed with processing difficulties may be provided with extra time for all timed in-class assessments and exams. Extra time is allocated on the basis of an additional 10 minutes per 1 hour of exam so in a 3 hour exam, the student will be provided with an additional 30 minutes of working time.
- Other concessions are provided for other learning difficulties/disabilities and are determined in consultation with the student, their parents and the Curriculum Council on the basis of a full psycho-educational and/or medical assessment.
- For a full list of the types of disabilities that are considered and the arrangements that might be granted, visit the Curriculum Council website at www.curriculum.wa.edu.au or make an appointment to see the School Psychologist for Senior School.

5.8. Assessment of Students with Disability or Injury

- If a student is unable to complete an assessment because of an injury, the teacher will advise of an alternative time or procedure so no penalty occurs.
- Where a long term injury or disability prevents a student from participating in the normal learning process, the teacher in consultation with the Head of Learning Area will advise the student of the possibility of not being able to complete all course objectives and hence the risk of not completing the course. Where possible, the teacher, in consultation with the Head of Learning Area, may accommodate such students by alternative procedures within the scope and spirit of the assessment structures of the course.

5.9. Appeals

A student not convinced that this policy has been fairly applied in his case, may, after discussion with his subject teacher, appeal to the Head of Learning Area in the first instance and then to the Deputy Principal Academic Affairs.

6. Related Documents

Schools Curriculum and Standards Authority: WACE Manual

Schools Curriculum and Standards Authority: Assessment Principles and Practice

7. Review History

Year	Reviewed by:	Amendments / Review
2010	CLT	Policy released
2017	CLT	Review
2018	CLT	Reformatting