



DIVINE MERCY COLLEGE

ASSESSMENT AND REPORTING POLICY Years 7-10

Rationale:

At DMC, we believe effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students, parents/carers to promote effective home/school partnerships in support of student learning.

Our assessment and reporting policy supports our belief that everyone has the right to positive school achievement at our school and our teachers strive to provide appropriate assessment accommodations to support this where possible.

This policy is made available to all Lower High School (Year 7 to 10) students at DMC and is based on School Curriculum and Standards Authority requirements.

Definition of Assessment and Reporting:

Assessment is the process of gathering, analysing and interpreting quality information about student learning.

Reporting is the communication of student progress to the student, parents and caregivers and to other teachers in order to support further learning, document and celebrate achievement.

Curriculum Requirements:

Throughout Year 7 to 10 students are required to study English, Mathematics, Science, HASS, and Health and Physical Education.

In Year 7 to 10, students will study at least three of the five Arts subjects each year (including at least one performance arts (Dance or Music) and one visual arts context (Media Arts or Visual arts)).

In Year 7 to 10 students will study both Digital Technologies and Design and Technologies.

In Year 7 to 8 the study of Japanese is required. In Year 9 to 10, Japanese will be optional.

As students' progress to year 9 and 10, they will have more opportunity to engage in higher levels of specialisation in particular learning areas.

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025



DIVINE MERCY COLLEGE

Modified Curriculum:

If there is a legitimate reason for a student to be following a modified curriculum (e.g. G&T students, students with disability and additional learning needs, G&T students, students with disability and additional learning needs, students for whom English is an additional language/dialect) the Learning Ed Support teachers and Year Level Coordinators will negotiate the variation with the student and parents/ carers and document decision made (e.g. a documented individual education plan and documented learning plan).

Divine Mercy College uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities, Based Learning and Education, Western Australia (ABLEWA)), for planning for teaching students with disability and additional learning needs.

Divine Mercy College uses discretion in regard to the use of the EAL/D Progress Map when planning for teaching and monitoring the progress of students for whom English is an additional language. Dialect.

Purpose of Assessment:

Assessment helps to:

- Monitoring the progress of students
- Determine the extent to which students have acquired specific knowledge, skills and understandings.
- Identify students' strengths as well as areas of their learning where additional support may be needed.
- Establish a student's level of prior knowledge.
- Evaluate the effectiveness of the teaching and learning programs and processes.
- Whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid and reliable.

Assessment Methods:

Formative Assessment ('assessment for learning') is used to monitor progress by providing continuous feedback and identify errors in learning, with the specific purpose of helping them improve. Formative assessments serve the purpose of determining who's understood and who has not. Examples of formative assessment include:

- Observations
- Annotated Work samples
- Book Work
- Peer Assessment
- Student self-evaluation

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025



DIVINE MERCY COLLEGE

Summative assessment '(assessment of learning)' seeks to establish the level of achievement attained by a student, at the end of a learning sequence. It also provides information for judging the effectiveness of teaching program. A range of summative assessments need to be provided to demonstrate an achievement standard. Examples of summative assessment include:

- Tests (teacher devised and standardised assessments)
- National Assessment Program in Literacy and Numeracy-NAPLAN
- Exams (both oral and written).
- Project work (group/individual)
- Presentations/performances.
- Work samples

(School Curriculum and Standards Authority 2013)

Written Examination (Year 9 to 12 ONLY) will be held at the end of Semester 1 and end of Semester 2. The examination timetable is issued to students a minimum of two weeks before the start of the exam period. Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable and if not acceptable the student will be given a mark of ZERO. If the reason is acceptable to the school an alternative date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

Security of Assessment Tasks:

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 students. The examination paper will be printed in the administration office and be kept in the Principal office and only be released it on the examination day.

Acceptable reasons for non-completion or non-submission:

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 school. For example:

- 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.
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations) is scheduled.

In such cases the parent/guardian must:

- Where possible, advise the school prior t the commitment or circumstance

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025



DIVINE MERCY COLLEGE

- Contact the school before 9:30am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- Provide either a medical certificate or a letter of explanation immediately upon the student return to school.

Where the student provides a reason, which is acceptable to the school 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
- 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).

Please notes that events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. preparation for a social event, family holidays).

Where a pandemic event affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, student will be advised by the school of adjustments to the task requirements and/or the assessment outline.

Penalties:

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/ guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide a reason, which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark if submitted one school day late, or
- 20% reduction in the mark if submitted two school days late, or
- A mark of ZERO if submitted more than two school days late or not submitted.

Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the school, the student will receive a mark of ZERO.

Grade Allocation:

Easy to understand reports are provided twice a year, which communicate to a student's parents and carers the learning that has taken place.

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025



DIVINE MERCY COLLEGE

Divine Mercy College adopts the five-point student achievement scale for reporting to parents/carers. Through a range of assessment tasks, students obtain a numerical ranking in order to provide cut-off-scores and guide the teachers in making holistic judgements of the learning progress within a domain and provide a student with an overall grade.

Reporting Grade Descriptors

Letter Grade	Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very Low	The student demonstrates very low achievement of what is expected for this year level.

www.scsa.wa.edu.au/reporting-policy

Through our reporting process, information will also be provided which articulates student's personal and social development.

Whole school data including the distribution of grades from A-E in school reports will be collated for each year level and learning area. This data is available for parents on request and also for board, school and classroom analysis.

Reporting of Alternative Curriculum (Individual Education Plan)

Modified reports including teacher comments and modified grading based on achievement of Individual Education Plan (IEP) goals will be provided for students with a disability/severe learning difficulty. This may also include progress maps on English proficiency development for EAL/D students.

Alternative Grade Descriptors for IEP's include:

Letter Grade	Descriptor
A	Achieved
C	Continuing
D	Deferred

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau
Written: 2015
Reviewed: 2023
Review Date: 2025



DIVINE MERCY COLLEGE

At DMC, we believe that offering alternative grading system fosters a positive performance appraisal for students with disabilities, fostering a positive and inclusive school environment where everyone can achieve success and feel motivated to learn.

Reporting Policy Schedule:

DMC reports student achievement at the end of Term 1 (interim report), at the end of Semester 1 (Semester Report) and at the end of Semester 2 (Semester Report). The report provides for each course:

- A total grade
- The percentage mark in the school-based assessment
- The total mark which calculated from the weighted assessment
- A comment by the Homeroom Teacher

Information Meetings	These are held at the beginning of each year. Teachers explain class routines and provide general information about the year's programme.
Parent/Teacher Interviews	These are conducted in Term 2 with all families at the invitation of the class teacher. Parent/carers can request interviews at any time throughout the year.
Formal Written Reports	An interim report is provided at the end of Term 1. A summative report is issued at the end of First and Second semesters which provides information on student achievement and progress.

Plagiarism, cheating, collusion and academic:

Academic misconduct refers to conduct of a student that is dishonest or unfair with regards to work submitted as part of an assessment. Academic misconduct may provide an advantage to the student responsible for the misconduct or to other students.

All of the work in each individual assessment task must be the work of the student.

Students are not permitted to submit for marking/ rating, as original, any work that is: identical or similar material to the work of other person, published work unless the source is acknowledged in referencing or footnotes, and/or their own previously submitted work.

Students should not behave in a way that provides an advantage to other students. Any sharing of assessment information such as assessment questions, concepts assessed or not assessed is called collusion (whether intended or not). Some examples of collusion include (but are not limited to):

- Informal conversations about the assessment before all students have completed the assessment

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau
 Written: 2015
 Reviewed: 2023
 Review Date: 2025



DIVINE MERCY COLLEGE

- Written notes, handed to other students
- Text message with assessment shared with others, and
- Any sharing of assessment information on social media.

If it is demonstrated beyond reasonable doubt that a student has plagiarised or cheated the following penalties will apply:

- a mark of zero for the whole assessment task, or
 - A mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

If it demonstrated beyond reasonable doubt that a student has provided an unfair advantage to another student through collusion, then penalties will be applied to all students involved.

If a student is believed to have engaged in academic misconduct including plagiarism, cheating or collusion, the teacher will refer the matter to the Year Coordinator. As part of this process, the student will be provided with the right of reply. This matter will be investigated, parents/ guardians will be informed, and appropriate sanctions applied.

Roles and Responsibilities:

TEACHERS:

- Provide data informed purposeful teaching, with teaching plans that allow for focused differentiated teaching.
- Communication of test results via school diary (Test Results Page). High school Home room teachers, Primary Classroom teachers and Subject Teachers responsibility to record test results and check for Parent/Carer signature.
- Parents informed by phone call or letter if student is not achieving at 60% over.
- Assist students to develop good study habits.
- Provide feedback to students through, scores, annotated rubrics, models/samples of good work, personalised written comments and personalised verbal comments.
- Prepare for the transition of students, ensuring new teachers have access to data from assessments, anecdotal notes, work samples, DMC Transition documents, intervention plans (IEP/CAP/BMP). Data placed on schools information system and hard copy kept in transition files.
- Return assessed work in a timely fashion (1-2 week maximum).
- Moderation of student work. Participate in professional collaboration to ensure consistency of judgements between teachers and by referring to Judging Standard exemplars provided online by SCASA.
- Maintain records according to school policy.

PARENTS/CAREGIVERS:

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025



DIVINE MERCY COLLEGE

- Communicate with teachers any relevant information which may impact student learning and provide feedback on assessment practices.
- Respect assessment times and teaching and learning periods by scheduling holidays at appropriate times where possible. Absenteeism is not a recognised reason for failure to complete assessments.
- Contact the teacher in the first instance (then the Homeroom Teacher) if there are concerns about performance in a specific course.
- Contact Homeroom Teacher if there is a general academic, social or emotional problem. Early identification is vital particularly where students are diagnosed with a learning disability or disorder.
- Make appointments with teachers as needed.
- Provide evidence for absence when their child is absent from an assessment or test. E.g. Medical Certificate.

STUDENTS:

- Must display academic honesty and refrain from copying, plagiarising, allowing their work to be copied. A score of zero will be given for unacceptable behaviour.
- Meet assessment deadlines as agreed upon with the classroom/subject teacher.
- If a student is too ill to sit an examination/s or complete an assessment task they must obtain a doctor's certificate.
- Failure to complete assessment due dates will result in 10% per day penalisation and the student will be required to attend an Academic Detention. Extensions may be warranted with written request from parent/guardian and approved by the subject teacher. Consideration will be provided for reasons such as late entry to the course, injury or illness, adverse personal circumstances, cultural beliefs or a disability or learning difficulty and there is documented evidence. In these cases assessments may be modified, times extended or estimates taken on previous assessment tasks.
- Advise teachers concerning absence from class, missed in –class assessment tasks, requests for extension before the due date for out-of-class assessment tasks and other matters relating to assessment.
- Complete classwork, homework and revision tasks which may or may not be formally assessed but are essential to the teaching and learning program.

LEADERSHIP:

- Audit planned assessments to ensure a range of types are being used and provided for comprehensive and meaningful learning.
- Analyse whole school assessment results for future school improvement planning.



DIVINE MERCY COLLEGE

Adapted from School Assessment and Reporting Policy and AISWA Curriculum Support resources (2015)

Written by: Yan Lau

Written: 2015

Reviewed: 2023

Review Date: 2025