

	Policy Title	Year 7 – 10 Summative Assessment Policy
	Release Date	2024
	Review Date	2025
	Domain	Learning

1. RATIONALE

The Servite College *Year 7-10 Summative Assessment Policy* reflects the philosophy of a Catholic School. It recognises the Gospel values of community, hope, justice and dignity for the individual. The assessment of student performance will be undertaken by means that are valid, explicit, fair, equitable, publicly accountable, reliable and is based on the Servite College *Year 11 and 12 Summative Assessment Policy*. This policy applies to the assessment of all Year 7 to 10 courses at Servite College.

2. RESPONSIBILITIES

2.1. Student Responsibilities

It is the responsibility of the student to:

- familiarise themselves with the Servite College Year 7-10 Summative Assessment Policy and learning and teaching documents for each course
- maintain a good record of attendance, conduct and progress
- 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, prior to the assessment task due date
- 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 file for all courses studied which contains all completed and marked written assessment tasks.

2.2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Western Australian curriculum, and that provides students with opportunities for goal setting, growth and reflection
- provide students with access to a course outline and an assessment outline (see Section 3 for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks

- maintain accurate records of student achievement and modifications made to assessments and/or test conditions
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- utilise formative assessment (in conjunction with summative assessment) as assessment 'for' and 'as' learning
- engage in moderation processes, including external moderation, where required.

2.3. Parent Responsibilities

It is the responsibility of the parent to:

- familiarise themselves with the *Servite College Year 7-10 Summative Assessment Policy* and learning and teaching documents for each of their child's courses
- maintain communication with their child about assessment programs, curriculum content and the importance of submitting all work by due dates
- access SEQTA Engage to find out about upcoming events, assessments, content, homework requirements and teacher feedback
- inform the relevant school personnel of any changes to circumstance, conditions or arrangements which may impact the learning of their child, including absence from school
- respond to advice about course selections, methods of study and application to targeted skill development as provided by teaching staff.

3. INFORMATION PROVIDED TO STUDENTS

Before teaching starts, the teacher will provide access to the following documents:

- a course outline for the course that includes:
 - the content (as determined by the WA Curriculum) and the sequence in which it will be taught
 - the approximate time allocated to teach the content
- an assessment outline for the course that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - an indication of the content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task

If circumstances change during the year, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline. Where a disability, special education needs or cultural beliefs result in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and distributed.

Please note, students without internet access at home can request a hard copy of these documents from their teacher.

4. ASSESSING STUDENT ACHIEVEMENT

A grade (A, B, C, D or E) is assigned at the conclusion of Semester 1 and 2 for each course. To complete a course, students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area. The requirements for each assessment task will be clearly described in writing. The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity). 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.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the Head of Learning Diversity and relevant Head of Learning Area.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns a state grade with reference to the judging standards for that particular course and year level. Where streaming occurs, students may also receive a cohort grade.

5. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF AN ASSESSMENT TASK

In some instances, it may not be possible for a student to complete an in-class assessment task or submit an out-of-class assessment task on the due date. 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. These absences will be documented as 'approved'. Acceptable reasons include:

- sickness or injury,

- significant personal circumstances,
- College endorsed events,
- State or National representative sports team or equivalent, **and/or**
- other, at the discretion of the Principal.

5.1. Procedures for Acceptable Absences

Where the absence is unplanned, the parent/guardian must:

- contact the College before 8.45am on the day of the in-class assessment task or due date for submission of an out-of-class assessment on (08) 6556 7599 or 0477 700 714 (SMS) **and**
- provide a letter of explanation, medical certificate or other suitable evidence immediately following the student's return to school. These can be submitted to the College via email on studentservices@servite.wa.edu.au.

Where the absence is planned, the parent/guardian must:

- contact the College at the earliest possible time with a letter of explanation so that suitable arrangements can be made. Where a student will be absent due to a College endorsed event, the student should let their teachers know in advance so that arrangements for assessments can be made.

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

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within one of the first three Missed Assessment sessions following the student's return, and not before the original date), **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 (provided, based on teacher professional judgment, sufficient evidence has been collected to demonstrate student knowledge, understandings and skills in relation to the year-level achievement standards). Standardised scores will not be given.

Please note, where an assessment task is not completed, students will still be asked to complete the task for formative purposes.

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with a Head of Community. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

5.2. Requesting an Extension

To qualify for an extension, the student must contact their teacher within three days of the planned due date. This contact must include a justification for the requested extension, as well as parental acknowledgement. If the teacher, in consultation with the Head of Learning Area, deems the request reasonable based on the acceptable reasons listed above, an extension may be granted.

5.3. Catastrophic Events and the COVID-19 Pandemic

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable (for Year 10), students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

If a student is learning from home due to COVID-19 isolation requirements, adjustments will be made to assessment conditions so that they are not disadvantaged and are still able to complete assessment tasks at the same time as their peers. Adjustments made will be determined by the teacher in consultation with the relevant Head of Learning Area, and then communicated with students and parents/guardians. These adjustments will be documented by the teacher. All aspects of the *Year 7-10 Summative Assessment Policy* apply.

Please note, students who isolate for personal precautionary measures will be deemed as an 'unapproved' absence (see Section 6 for details).

6. UNACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION OF AN ASSESSMENT TASK

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 advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade. Associated absences will be deemed as 'unapproved'.

Events that can be rescheduled are not a valid reason for non-completion of an assessment task. This includes family holidays. If significant personal circumstances requires the need for an extended family absence, this should be requested in writing to the Principal and Deputy Principal Teaching and Learning by completing a [Student Extended Absence Request Form](#). They will either deem the absence 'approved' or 'unapproved' based on the information provided.

Failure or breakdown of technology is not an acceptable reason for non-submission of work.

6.1. Penalties

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 College (see Section 5 for details), the following penalties apply:

- 10% reduction in the student's assessed mark will be deducted each day, for up to 5 calendar days, **and**
- if not submitted after 5 calendar days, the student will be required to complete the task in the nearest Missed Assessment session and submit to their teacher for marking.

In the case of missing an in-class assessment due to an 'unapproved' absence, the student will need to sit this assessment immediately upon their return to school within one of the first three Missed Assessment sessions that occur.

Where an out-of-class assessment task is not submitted following the guidelines above, and/or where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 5 for details), the student will receive a mark of **zero**.

7. CHEATING, COLLUSION AND PLAGIARISM

Students must not 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, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source, including work generated by artificial intelligence
- paraphrases or summarises the work of others.

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. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated 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 of the assessment task where the teacher can identify that the work is not the student's own.

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

7.1. Authentication of Student Work

To ensure that an out-of-class assessment task is completed by the student, teachers must use suitable strategies to authenticate that the work is the student's own. To authenticate student achievement, the teacher may:

- monitor student progress throughout the task
- administer the task in class with open access to reference notes
- validate student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task
- ask for the completion of the task partially at home and partially at school
- require a signed student declaration stating that all unacknowledged work is the student's own
- require students to complete questions on the research process undertaken
- check originality using plagiarism checking software
- employ other acceptable authentication processes not listed above.

7.2. Turnitin

To assist the teacher in detection of plagiarism, students may be required to submit their assessment through *Turnitin*, an internet-based software which identifies and detects plagiarism in student assessments. The level of similarity acceptable will vary depending on the assessment task in question and will be decided by the teacher in collaboration with other staff, including the Head of Learning Area. Work submitted that breaches the agreed upon similarity percentage will be subject to the penalties described in Section 7 above. Please note, work submitted through *Turnitin* will be included as a source document in a restricted access databased owned by *Turnitin* solely for the purpose of detecting possible plagiarism.

8. YEAR 10 SCHOOL EXAMINATIONS

Students in Year 10 will complete examinations in both Semester 1 (approx. Term 2 Week 8) and Semester 2 (approx. Term 4 Week 7) for all core subjects, including Religious Education, English, Mathematics, Science and Humanities and Social Sciences (HASS). No examinations are held for students in Year 7 – 9, although normal test arrangements do apply.

In Year 10, examinations are typically 100 minutes in duration, and occur during Period 1 and Period 2 on scheduled days. The examination timetable is issued to students prior to the start of the examination period. The examination rules are listed below and are based on those that are used for Year 11 and 12 students who complete ATAR courses:

- Students will not be allowed to leave the examination room prior to the scheduled end time of the examination.

- Collusion between candidates will lead to cancellation of the examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error or there is a breach of security, the College will:

- remove the question containing the error, **or**
- set a new examination if there is 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 significant personal circumstances prevent a student from completing one or more school examinations, the student's parent/guardian must submit a medical certificate, other suitable evidence and/or a letter of explanation to the Deputy Principal Teaching and Learning. The College will then determine whether the reason is acceptable (see Section 5 for details).

If the reason is acceptable, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score (standardised score; see Section 5.1 for details) will be allocated.

If the reason is not acceptable, the student will be given a mark of zero.

9. STUDENTS WITH A DISABILITY

Students with a diagnosed disability will, where their disability, impairment or medical condition significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the Head of Learning Diversity and relevant Head of Learning Area responsible for the course. These adjustments depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

10. SECURITY OF ASSESSMENT TASKS AND STUDENT WORK

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

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 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 (see Section 7 for details).

10.1. Retention and Disposal of Student Work

Following the completion of an assessment and the release of marks and feedback, all written assessments will be returned to the student. Students are responsible for retaining all of their marked written assessment tasks. To assist students, teachers may establish an assessment file for each student for each course/program. Where this occurs, students will be able to take a copy of their assessment for their own retention and will have access to their assessment file at any point during the year. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). At the end of the year, all materials retained by the College are securely disposed of.

Assessment material is required by the teacher when assigning grades at the completion of the pair of units, for moderation purposes and/or to inform future learning programs. The College will not use the materials for any other purposes without the written permission of the student.

11. TRANSFERS

11.1. Transfers Between Elective Courses

Students in Year 8, 9 and 10 will be able to change elective subjects in the first two weeks of commencing those electives, and only if the assessment program and course structures are unaffected. A form will accompany this transfer, and will require the student to obtain signatures from teachers and Heads of Learning Area involved, the Deputy Principal Teaching and Learning, and parents/guardians.

11.2. 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 from the previous school. This information will be used by the College to assign a grade for a particular course.

12. REPORTING STUDENT ACHIEVEMENT

Servite College reports student achievement at the end of Semester 1 and Semester 2. The report provides for each course:

- attributes, as assigned by the teacher
- a state grade (and a cohort grade, where streaming occurs)
- the percentage mark (calculated from the weighted total mark)

- the percentage mark in the school-based examination (for Year 10 students).

Other methods the College will use to ensure timely feedback about academic performance is provided to students and parents/guardians are:

- parent/student/teacher interviews at set points in the year and on an as-needs basis
- returning marked work to students containing feedback in a timely manner
- providing a range of formative tasks to shape future learning
- providing detailed analytical or criteria-based marking keys for each task.

13. RELATED DOCUMENTS

- [Western Australian Curriculum](#)
- [SCSA Year 10 Information Handbook](#)

14. REVIEW HISTORY

Year of Review	Reviewed By	Amendments
2022	College Executive	Reformatted – July 2018
2024	College Executive	Changes to Section 5, Section 6 and Section 7. Links updated in Section 13.
2025		Due for review