



CORPUS CHRISTI
COLLEGE

YEARS 7 – 9

ASSESSMENT PROCEDURE

2023



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YEARS 7 – 9 ASSESSMENT GUIDELINES & PROCEDURES 2023

1.1 - INTRODUCTION

Assessment is an integral part of the learning process, providing students, parents, caregivers and teachers with information on academic progress and feedback to inform future learning. Assessment procedures need to be fair, reliable, valid and transparent. Corpus Christi College is committed to an assessment process which challenges students to engage with a range of relevant assessments which enable them to demonstrate their knowledge, understanding and skills in relation to year-level achievement standards.

1.2 - GENERAL ASSESSMENT INFORMATION TO BE RECEIVED BY STUDENTS

Every student studying a course in Years 7– 9 will be provided with:

1	The College's 7-9 assessment procedure
2	The course outline
3	The assessment outline for the course which outlines the dates of assessments, weightings and task descriptions
4	The achievement standards for their given academic year

These documents will be provided online (via SEQTA) for the convenience of teachers, parents and students.



1.3 - RESPONSIBILITIES OF STUDENTS, PARENTS AND TEACHERS

Students, parents and teachers have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These responsibilities include:

STUDENTS	PARENTS	TEACHERS
Familiarising themselves with the Corpus Christi College Assessment Procedure	Familiarising themselves with the Corpus Christi College Assessment Procedure	Consistently following the procedures herewith
Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the assessment outline	Familiarising themselves with the learning and teaching documents relating to their child’s studies, including—but not limited to—the assessment outline	Ensuring the necessary learning and teaching documents are accurate and made available to students and parents
Recognising the important dates relating to assessments and to submit all work by the advertised dates	Highlighting the importance of submitting all work by the advertised dates	Referring closely to the assessment outline and providing fair and reasonable notice and support in the lead up to an assessment
Taking constructive ownership of their learning and completing all tasks to the best of their ability	Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers	Designing assessment tasks which are purposeful, valid and reflective of the syllabus
Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher	Following appropriate and due process when notifying the College of their child’s absence and adhering to the procedures contained herewith	Engaging in learning and teaching activities which provide students with opportunities for goal setting, growth and reflection
Acknowledging the implications of actions which compromise the assessment procedure, such as cheating, plagiarism and collusion	Supporting their children in managing the important dates relating to assessments and avoiding term time interruptions where practicable	Providing timely feedback on assessments, ensuring work is returned to students within a two-week time-frame
		Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents
		Routinely corresponding with students and parents regarding academic performance and progress
		Engaging in fulsome moderation processes which support them in making valid and reliable judgements

2.1 - PROCEDURES FOR ASSESSMENT IN THE EVENT OF ABSENCE

When a student is absent for an assessment task, the reason for the absence must be determined and procedures followed in accordance with the nature of the absence.

2.2 - TERMS OF REFERENCE RELATING TO STUDENT ABSENCE

There are two types of student absence:

2.2A - ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:

This type of absence extends to students who are unwell, bereft, or representing the nation, state or College in an elite academic, sporting, cultural or spiritual pursuit. This type of absence is generally accompanied by a medical certificate or other type of supporting documentation.

2.2B - ABSENCE DUE TO TERM-TIME INTERRUPTIONS:

This type of absence occurs when students are absent during term-time due to family vacations or events which prevent them from accessing learning and assessments. Corpus Christi College requests that every effort is made to minimise this type of absence due to its significant impact on learning.

2.3 - INDIVIDUAL STEPS TO BE TAKEN IN THE EVENT OF ABSENCE (AS OUTLINED IN 2.2A & 2.2B)

ASSESSMENTS	ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:	ABSENCE DUE TO TERM-TIME INTERRUPTIONS:
In-class assessments (including tests and unseen essays)	Parents are required to submit an Absence Lodgement Form via the College website or app. A medical certificate or other type of supporting documentation should be forwarded to Student Services.	Parents are required to submit an Absence Lodgement Form via the College website or app prior to departing. Dates of departure and arrival will be requested, and the absence will be recorded and made visible to classroom teachers via SEQTA. Students and parents are required to liaise directly with classroom teachers about work that will be missed.
	The Head of Year will receive notification, and details of the absence will be made visible to teachers via SEQTA.	Students are required to arrange to sit valid versions of in-class assessments prior to departure where possible. If it is not possible to complete an assessment prior to departure, students are required to sit a valid version of the assessment within 7 academic days of their return. If the length of absence prevents assessments from being reasonably completed, students will not receive a mark or result for that particular task. This will be reflected on their Semester Two (end of year) report with an asterisk (*) which signifies that the student has not completed the entire course and therefore their grade and course average is approximate based on the tasks completed. This is not an ideal process and it is respectfully requested that instances such as this are avoided where possible.
	The teacher will record details of any assessments missed and will notify parents via SEQTA. They will then arrange for the student to complete an alternate and comparable version of the assessment when they are well and have returned to school. There are three Missed Assessment sessions which take place before and after school each week.	
	The validated task will be marked and the student's results entered on SEQTA.	
	If students are away or unwell for a prolonged period of time, a standardised result will be calculated for missed tasks.	Students will be able to continue their learning when away from school by accessing SEQTA and/or Teams and OneNote. Teachers will not prepare separate packs of work for students to complete during their time away.
In all instances detailed notes are to be recorded in SEQTA to acknowledge the process followed.		

ASSESSMENTS	ABSENCE DUE TO ILLNESS, BEREAVEMENT OR SPECIAL LEAVE:	ABSENCE DUE TO TERM-TIME INTERRUPTIONS:
Assignments	Parents are required to submit an Absence Lodgement Form via the College website or app. There is an opportunity to submit a medical certificate or other type of supporting documentation at this point.	Parents are required to submit an Absence Lodgement Form via the College website or app.
	Details of the absence will be made visible to teachers via SEQTA.	Details of the absence will be made visible to teachers via SEQTA.
	Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the originally set date.	Students are required to communicate with their classroom teachers to arrange submission of assessments prior to their leave commencing. If this is not possible, students have 7 academic days commencing from their return to school to submit assessments.
	If the assignment is not submitted by the agreed upon date, the teacher will communicate with parents and deduct a penalty of 10% for each day of lateness for a total of five days. After this point, a zero will be issued	If students do not submit an assignment within 7 days of their return, a penalty of 10% for a maximum of 5 days will be applied to the student's eventual result. Teachers will communicate with parents on the day an assessment is due to inform them this process will be followed. After 5 days, the student will receive a zero for the task.
	Students will have the opportunity to complete the assignment at a later point in the term to receive a 50% result, otherwise the zero will remain.	The student will be given an opportunity to complete the assignment for submission later in the term for a maximum result of 50%. Detailed notes of the steps followed will be recorded by teachers in SEQTA and parents will be notified of the process followed.



STEPS TO BE TAKEN IN THE EVENT OF ABSENCE (AS OUTLINED IN 2.2A & 2.2B OF THE CORPUS CHRISTI COLLEGE ASSESSMENT GUIDELINES)

Student is absent due to illness, bereavement leave or special leave.

Parents are required to submit an Absence Lodgement Form and provide supporting evidence. The absence will be visible to classroom teachers on SEQTA.

IN CLASS ASSESSMENTS:

- The teacher will record details of any assessments missed and will notify parents via SEQTA. They will then arrange for the student to complete an alternate and comparable version of the assessment when they are well and have returned to school.

When returning from absence after missing an in-class

- assessment, students should complete the assessment in one of the three closest missed assessment sessions. If students do not complete the task during the allocated missed assessments sessions, then a zero score will be recorded. If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teacherd
- If students are absent for a prolonged period of time, a standardised result may be calculated.

ASSIGNMENTS & TAKE-HOME TASKS:

- Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed, it is preferred that work is submitted on the originally set date electronically.
- If the assignment is not submitted by the agreed upon date, the teacher will communicate with parents and deduct a penalty of 10% for each day of lateness for a total of 5 days. After this point, a zero will be issued.
- Students will have the opportunity to complete the assignment at a later point in the term to receive a 50% result, otherwise the zero will remain.

EXAMINATIONS:

- The student will receive a standardised result for the examination.
- A time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.
- At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student's examination and will be cross-referenced against their genuine formative attempt.

Student is absent due to term time interruptions.

Parents are required to submit an Absence Lodgement Form no later than three weeks prior to the absence. The absence will be visible to classroom teachers on SEQTA.

IN CLASS ASSESSMENTS:

- Students are required to arrange to sit valid versions of in-class assessments prior to departure where possible. If it is not possible to complete an assessment prior to departure, students are required to sit a valid version of the assessment within 7 academic days of their return.

If the length of absence prevents assessments from being reasonably completed, students will not receive a mark or result for that particular task. This will be reflected on their Semester Two (end of year) report with an asterisk (*) which signifies that the student has not completed the entire course and therefore their grade and course average is approximate based on the tasks completed. This is not an ideal process and it is respectfully requested that instances such as this are avoided where possible.

ASSIGNMENTS & TAKE-HOME TASKS:

- Students are required to communicate with their classroom teachers to arrange submission of assessments prior to their leave commencing. If this is not possible, students have 7 academic days commencing from their return to school to submit assessments.
- If students do not submit an assignment within 7 days of their return, a penalty of 10% for a maximum of 5 days will be applied to the student's eventual result. After 5 days, the student will receive a zero for the task.

WEEKLY MISSED ASSESSMENT SESSIONS:

Tuesday afterschool from 3:20pm in H01
Wednesday afterschool from 3:20pm in H01
Friday before school at 7:40am in H01

2.4 - THE CALCULATION OF STANDARDISED RESULTS

In instances where a student is absent due to an authorised absence – such as illness, bereavement or special leave – a standardised result may be calculated for an in-class assessment. A standardised score is a student's personalised estimate based on their performance in a course up to the task in question. It considers the student's performance across all completed assessments against the cohort average for the assessment in question to determine how the student is expected to have performed as a reflection of their typical achievement. This is a highly accurate personalised calculation for an individual student.

Please note that a personalised result cannot be calculation for the first task of a course as there is not sufficient data. If a student misses the first task in a course and is not able to complete a valid version upon returning, their standardised result for the task will be calculated at the point of Semester One reporting. Retrospective standardising of tasks at a later point in the year cannot be accommodated.

Students who are absent due to term-time interruptions (such as holidays) or an unauthorised absence are not entitled to standardised results.

3 - PROCESS FOR COMPLETING MISSED ASSESSMENTS

The priority is for students to be in the classroom with their teacher when returning from absence. To maximise time within the classroom and to ensure assessment conditions are fair, Corpus Christi College provides three times per week for missed assessments to be completed:

•	Tuesday afterschool from 3:20pm in H01
•	Wednesday afterschool from 3:20pm in H01
•	Friday before school at 7:40am in H01

When returning from absence after missing an in-class assessment, students should complete the assessment in **one of the three** closest missed assessment sessions (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday, Friday, or Tuesday of the following week at the latest). If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers.

Classroom teachers are required to co-ordinate dates and times for missed assessments with students and parents directly. Please note that the missed assessment process is designed to provide students with the opportunity to engage with their learning and assessment and is not regarded as a punishment in any way. If a student returns to school yet is still too unwell to complete assessments, parents are encouraged to contact the Head of Year and relevant classroom teacher directly to determine arrangements.

After a time of six missed assessment sessions (i.e., two weeks of missed assessment sessions being made available), a mark of zero will be recorded and the student will be required to sit the assessment for formative feedback. In all instances a detailed note will be kept on SEQTA as an accurate account of events.

4 - REQUESTING AN EXTENSION

To qualify for an extension, the student must apply within 3 days of the planned due date via email to the relevant Head of Learning. This application requires a justification for the requested extension, as well as parental acknowledgement. If the request is deemed reasonable, an extension may be granted by the Head of Learning. Requests for extensions on the day of an assessment or due date cannot be granted.

5 - ASSESSING STUDENTS WITH SPECIAL EDUCATION NEEDS

5.1 - EDUCATION SUPPORT STUDENTS

Students with Education Support needs are primarily taught by specialist teachers in the Education Support Centre and access an individualised learning program. When students participate in mainstream classes, the curriculum, including all assessments, is modified to cater for their learning needs. The students follow a modified Teaching and Learning program and have a modified assessment outline, referred to as an Individualised Education Plan (IEP).

5.2 - LEARNING SUPPORT STUDENTS

The Director of Learning Support identifies students who may require differentiated teaching approaches and/or adjustments to assessments, such as extra time, the support of a reader or digital aid (such as a C-PEN). When assessing students with learning support needs, the Director of Learning Support will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Director of Learning Support oversees the distribution of relevant information to teachers, relating to the support individual students need through their Individualised Adjustment Plan (IAP).

Parents, caregivers and students themselves are encouraged to take an active role in the co-construction of their Individualised Adjustment Plan (IAP). This could include consulting on the types of quality differentiated teaching practices employed across different subjects and specialist areas. All Individualised Adjustment Plans are reviewed annually, and adjustments are welcomed at any stage as the needs of students develop or change. Parents can request a copy for their child's Individualised Adjustment Plan at any point.

Given their specialist curriculum knowledge, teachers may appropriately vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks.

6 - AUTHENTICATION OF STUDENT WORK, INCLUDING CHEATING, COLLUSION, AND PLAGIARISM

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not limited to:

•	Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage (including sharing information between classes)
•	Gaining and or distributing a copy of an assessment or marking key prior to its release
•	Presenting a response to an assessment which is not one's own work, including through the use of AI tools, such as ChatGPT
•	Talking during a silent assessment task
•	Using a mobile device or smart watch during an assessment
•	Accessing prohibited materials during an assessment or exam (such as pre-prepared concealed notes).
•	Submitting the work of another as one's own work
•	Downloading artwork, graphics or other material from the internet and presenting it as one's own, without appropriate acknowledgement
•	Submitting work to which another person—such as a parent, teacher or expert—has contributed substantially.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the Head of Learning will investigate whether the evidenced behaviour constitutes cheating, collusion or plagiarism. The student will be provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the Head of Learning will inform the Head of Year, the student and their parents of the result of the investigation and the penalty.

The penalty imposed will be a mark of zero for the test, assessment or task in which the cheating, collusion or plagiarism has occurred. In instances where students have been found to contribute to collusion (such as sharing their work), they will be required to resubmit for a maximum mark of 50%. Students are encouraged to recognising the impact sharing their work with others can have on their own results.



6.1 - ASSESSING INDIVIDUAL PERFORMANCE ON GROUP TASKS

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including, but not limited to:

•	Monitoring of group and individual progress
•	Use of a teacher-monitored logbook to document the stages in the development of the task
•	Peer evaluation and self-reflection exercises

7 - PROCESSES FOR REPORTING

Corpus Christi College is committed to ensuring all students can demonstrate their knowledge, understanding and skills in relation to their year-specific Western Australian achievement standards. Parents will receive formal reports at the conclusion of Semester One and Semester Two which outline their child's progress on a five-point (A to E) scale. Parents will also receive a graphical depiction of how their child is progressing in relation to the broader cohort on the same reports.

In addition to this, parents can access feedback about their child's progress informally at any point in the academic year. This includes regular updates on SEQTA and feedback provided on marked assessments and tests. Parents are encouraged to communicate directly with classroom teachers to address queries or concerns and teachers are also required to communicate with parents routinely. It is considered best practice for teachers to contact parents if they are concerned with a child's progress in a specific assessment or course more broadly.

Corpus Christi College also disseminates reports from national and state-wide assessments (such as the NAPLAN and PAT-R) and welcomes discussion between parents, students and teachers where required. Further to this, Corpus Christi College also submits Semester Two achievement descriptors and grades for individual Pre-Primary to Year 10 students to SCSA (The School Curriculum and Standards Authority).

There may be instances where students are accessing a curriculum which is streamed (accelerated or deaccelerated) as a reflection of their learning needs at a point in time. In instances such as this, students will receive both a Course Grade and State Grade for a given subject. For instance, a student in Year 9 Accelerated Maths may receive an 'A' State Grade which indicates they are meeting the achievement standards of the Western Australian curriculum for Year 9 Mathematics. However, they may receive a course grade of a 'B' which captures their progress with the content and assessments tailored to the extension course.

Semester One and Two reports will also capture information relating to the development of attributes which influence learning, such as engagement in class and student responsiveness to feedback as well as aspects of socio-emotional development.

8 - ASSESSMENT REVIEW AND APPEAL PROCESSES

All efforts will be taken to ensure that students, teachers and parents collaborate to ensure the best assessment and learning outcomes and that accurate records of performance are kept. However, there may be instances where students and/or parents request an assessment be reviewed.

•	In the first instance, the student is encouraged to engage in a constructive dialogue with their classroom teacher to discuss the assessment in a timely manner. Parent collaboration at this point is welcomed and the teacher may provide further feedback, annotations or seek moderation from other teachers of the course where practicable.
•	If this does not resolve the matter, a written request for further review is required. The matter is then escalated to the relevant Head of Learning who will review the assessment and provide a written outcome. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Deputy Principal of the request.
•	In all instances, documentation of the review process will be maintained on SEQTA and parents will receive written correspondence regarding the process. Following consultation with the Head of Learning, students and/or parents may deem it appropriate to request further review from the Deputy Principal if they feel the matter is still unresolved. The Deputy Principal will engage in further forms of validation, which could include liaising with external course advisors. The Deputy Principal will provide a written outcome to conclude the review. In all instances, it is requested that communication remain professional and respectful between all parties as a reflection of the College's Code of Conduct for students, parents and staff.

SOURCES OF AUTHORITY

CECWA Policy:	Education	Executive Directive:	Curriculum Assessment and Reporting
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VERSION CONTROL

Version:	1.0	Reviewed by:	Jenny Mirauda, Deputy Principal Teaching and Learning
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