



PERTH MODERN SCHOOL

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INDEPENDENT PUBLIC SCHOOL

**ASSESSMENT POLICY**

**SENIOR YEARS**

**STUDENTS**

Effective 1.02.23. Last update 15.02.23

This policy is developed in accordance with School Curriculum and Standards Authority (SCSA) and the Department of Education principles of validity, explicitness, comprehensiveness and fairness. Responsibility for explaining the policy rests with the teacher and Year Coordinators and once the policy has been presented and fully explained to the student, responsibility for adhering to the policy rests with the student.

In order for this policy to be implemented effectively, clear communication is required between all parties i.e. parents/caregivers, teachers and students.

The following policy has been developed so that students, parents and staff are aware of their responsibilities within this policy and the procedures it outlines. This policy applies to students studying Years 10-12 courses and applies to the assessment of all WACE courses.

## **Overview**

Assessment assists students, teachers and schools in:

- monitoring the progress of students
- providing feedback to students
- adjusting programs so that all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

## **1. ASSESSMENT GUIDELINES**

Students are provided with a copy of the following:

- a copy of the accredited syllabus (SCSA Courses)
- a copy of the school's assessment policy, which details the procedures used for assessment and grading, and details of how they may appeal against the school assessment.
- the Perth Modern School assessment outline for each course studied.
- the Perth Modern School course outline for each course studied.

### **(a) Modification of Assessment Outline**

If circumstances change during the teaching of a course, requiring the teacher to adjust scheduled assessment tasks, then students will be notified and provided with a copy of the modified assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the school will ensure that students are catered for in an appropriate way and in accordance with school and SCSA guidelines.

Students should advise the school as soon as possible of any special needs so that adequate time is given to organise special arrangements such as increased examination time (working or rest), use of a computer or special rooms.

### **(b) Assessment Scheduling**

If a student has more than two assessments scheduled on a day, they **may** negotiate, a minimum of 5 school days prior with their teacher, and may be able to reschedule. Common Assessment Periods (CAPs) take priority. In the case of a clash for students accelerating, AT courses take priority over AE courses.

### **(c) Equitable Access Adjustment (special examination/assessment arrangement)**

Students requiring Equitable Access Adjustments for Examination / Assessments, or students impacted by school-sanctioned events are to sit examinations and / or assessments on the same day, at the same time as the rest of the cohort where practical and where no opportunity for collusion can occur. This may mean the student is isolated from the cohort. Electronic devices would need to be handed in, in this situation.

## 2. STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete all course requirements as described in the course outline by the due date
- be responsible for their personal progress
- not interfere with the conduct of an assessment or hinder the learning or assessment of others
- not gain an unfair advantage in relation to any work submitted for assessment or dishonestly helping others to gain an unfair advantage
- not engage in plagiarism or collusion in an assessment (**see Appendix 2, Academic Honesty Form**)
- retain all their marked written assessment tasks for each course studied and to make them available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning planned absence from class, missed assessments, request for extension and other issues pertaining to assessment, prior to the assessment task due date

## 3. PARENTS'/CAREGIVERS' RESPONSIBILITIES

It is the responsibility of parents/caregivers to:

- contact teachers concerning absence from in-class assessments, and any other assessment issues (in conjunction with their child)
- contact the Associate Principal concerning an absence from an examination.
- familiarise yourselves with the details of this policy

## 4. TEACHER RESPONSIBILITIES

It is the responsibility of teachers to:

- provide students with a course outline and assessment outline at the commencement of the course
- develop a learning and teaching program that appropriately delivers the current Authority syllabus for the particular pair of units
- ensure assessments 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
- meet school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate
- ensure that no formal in-class assessment is scheduled for the day following any whole school or major student event or carnival.

## 5. ABSENCE FROM IN-CLASS ASSESSMENT TASKS

### (a) General

If a student is absent from class, their ability to achieve to their potential is diminished. Extended periods of absence may result in lower levels of achievement, and/or the student not fulfilling the requirements of a course and thus the process as outlined in this section will be followed. In-class assessments include, CAPS, CATS, tests, investigations, validations, oral presentations, or practical assessments.

### (b) Absence from Scheduled In-Class Assessment

#### 5.1 Approved absence

The penalty for non-completion of an in-class assessment task will be waived if the student provides a reason for the absence which is **acceptable** to the school. For example:

- where sickness or injury prevents a student attending
- where significant personal circumstances i.e. funeral or accident prevents a student attending
- where a specialist medical appointment prevents a student attending.

Absence from an in-class assessment task **must** be communicated to the classroom teacher by the parent/caregiver using **one** of the following:

- letter from parents/caregivers
- email from parents/caregivers

In this communication parents/caregivers are required to:

- provide a reason for their child's absence
- acknowledge that they are aware that their child has been absent for an in-class assessment
- contact the school 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 following the student's return to school.

Where the student provides a reason, which is **acceptable** to the school for the non- completion of an invigilated task, the teacher will:

- negotiate an adjusted due date for an in-class assessment task. **As a general rule students sit the task during the next scheduled teaching period OR**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential) **OR**
- no longer require the task to be completed, provided the teacher has sufficient evidence from other tasks completed to meet the SCSA requirements for the course to enable a grade and mark to be assigned

If this becomes a trend for this student, then HOLA and/or Associate Principal intervention may be required.

Satisfactory explanation of the absence will be approved by the classroom teacher (in conjunction with the HOLA where necessary) and a record kept by the classroom teacher.

Where the situation is deemed not acceptable a score of zero is recorded and parent/caregiver is communicated via email.

Refer to **Appendix 1 for flow chart on In-class Assessment** and **Appendix 5 for Frequently Asked Questions**

### **5.2 Unapproved absence**

A penalty for non-completion of an in-class assessment task will be activated when **no reason** for the absence has been given **or** the reason provided is unacceptable to the school (Refer to Appendix 1).

Events that can be rescheduled are not a valid reason for non-completion of an in-class assessment task. These include:

- family holidays
- driving lessons
- general medical appointments
- ball preparation.

**Note:** Any student who leaves the school because they are sick and misses an assessment without following correct procedures (working through Student Services and/or referral from school nurse) will not be provided with a valid reason by Student Services.

**Penalty:** If a valid reason is not provided, the assessment schedule will not be modified, and the student will be awarded a "zero" mark for the missed assessment.

**NOTE:** If a student is LATE for an in-class scheduled assessment task, e.g. test, he/she will be admitted to the test room and will be permitted to complete as much work as possible within the remaining scheduled time. The result achieved will be the result recorded.

### (c) Prolonged Absence

Where a student is unable to attend school for a lengthy period due to injury or illness, a case conference with the Senior Years Manager and other support staff will be held. To complete a course unit, students need to have been provided with the opportunity to complete the school's structured educational program and assessment program. If a student has an ongoing illness or acceptable reason for an extended absence, supported by appropriate documentation, the school will alter the assessment outline for the individual, while still ensuring that enough assessment data is available to be awarded a grade. If a student is absent from school for an extended period of time, regardless of the reason, it may not be possible in the time remaining to complete sufficient assessments to be awarded a grade.

### (d) Modification

This allows the Head of Learning Area the opportunity to check the result against similar assessment types on completion of a semester-long (Year 10) or year-long (ATAR and General) course. Modification is at the discretion of the Head of Learning Area. When the Head of Learning Area checks the student's results, if the assessment result is similar, a modification may not occur.

## 6. NON-SUBMISSION OF OUT OF CLASS ASSESSMENT

Late penalties are applied to ensure equity in student assessment and encourage students to submit work by specified deadlines. Students experiencing difficulty meeting deadlines for acceptable reasons should in the first instance negotiate with their classroom teacher for an extension and support prior to the due date. **See Appendix 4 Senior School: Request for Extension Form.** Penalties are only applied to those students who have not successfully negotiated an alternative due date PRIOR to a task being due. Teachers will email parents notification of negotiated assessment deadlines.

### (a) Meeting Deadlines

It is important that students meet deadlines. If students do not meet deadlines this can then impact on future assessment tasks and can quickly lead to a spiral where students fall behind across a number of courses. Due dates will be clearly outlined and implemented. Where adjustment to a deadline is necessary, it will be made in consultation with students and documented.

If a student fails to submit work for a course and there is no valid reason provided, a penalty of 5% per day (inclusive of Saturday and Sunday, public holiday or non- contact days) will be applied to the score.

In extreme cases, if a student continues to miss re-negotiated deadlines for an assessment item, a mark of zero may be recorded for that assessment item. This decision is to be ratified by the Head of the Learning Area and/or Associate Principal at the end of the reporting period.

Parents **must** be advised in writing when a penalty is applied to late work.

If this is a recurring situation, then a meeting will be scheduled with the HOLA and/or relevant Associate Principal. This meeting will be held in consultation with Student Services and the parents/guardians.

#### *How the late penalty works: two examples*

- Example 1: If a student submits their work 1 day late and receives a mark of 17 out of 20 then a penalty of 5% is deducted from the student's mark i.e. 5 % of 17 is 0.85 marks therefore the score recorded in RTP would be 16.0 (rounded)
- Example 2: If a student submits their work 5 days late and receives a mark of 17 out of 20 then 25% is taken from the student's mark i.e. 25% of 17 is 4.25 marks therefore score recorded in RTP would be 13.0 (rounded).

Figure 1: How the late penalty works Parents <b>must</b> be advised in writing when a penalty is applied to late work.	
Day 1	5% penalty to result achieved
Day 2	10% penalty to result achieved
Day 3	15% penalty to result achieved
Day 4	20% penalty to result achieved
Day 5	25% penalty to result achieved

- If a student still has not submitted work **five days** after the due date, then the classroom teacher engages the support of the relevant HOLA who will become part of the restorative process. The aim of this is to support students in the completion of course requirements.
- Please note: From day six to day 10, 5% a day could keep being subtracted until a maximum of 50% penalty to result achieved. Work submitted on or after this time will still be marked, however it must be completed within the relevant reporting period.
- If a student has not submitted work **5 days** after the due date, and is being case managed by Student Services and/or has an identified learning difference, or a significant circumstance has occurred which has adversely affected their preparation, then a meeting will be scheduled with the HOLA, relevant Associate Principal and/or Student Services with the parents/guardians. The aim of this meeting is to ensure the overall wellbeing of the student and to support them in the completion of course requirements.

## 7. CHEATING, COLLUSION AND PLAGIARISM

Cheating, collusion and plagiarism is both an academic and behavioural concern.

Students must not cheat (i.e. 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, including responses generated by Artificial Intelligence Applications without acknowledging the source
- 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/Teacher-In-Charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be given 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 penalty will be determined by the school based on the circumstances. Correspondence will be sent home to inform parents of the penalty. Penalties may include reduction of marks, a score of zero, suspension, ineligibility for awards or a combination of these.

Any act of deliberate deception such as falsification of medical certificates or notes to avoid appropriate penalties will result in an award of zero for an assessment and may result in other consequences.

**See Appendix 2: Academic Honesty Form**

## SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same course at the school 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 all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school 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. Due to the nature of some subjects and assessment types, these assessments can be retained by the school. These will be available for students to view as necessary.

**See Appendix 2 Academic Honesty Form**

## 8. SCHOOL EXAMINATIONS AND EXTERNALLY SET TASKS (ESTS)

Students must attend examinations and ESTs and adhere to the specific regulations for that examination or EST e.g. regulations relating to mathematical notes and calculators. Examination and EST details given out by the school at exam time make these regulations clear.

Where students are unable to attend an examination or EST, parents are required to contact the Associate Principal as early as possible, and in the case of:

- illness or injury, provide a medical certificate
- unforeseen personal circumstance, provide an email or phone call.

The student must submit a PMS Sickness/Misadventure Form to Student Services and the relevant Associate Principal. The school will determine whether the reason is acceptable (**see Appendix 3 for the Sickness and Misadventure Form**).

If the reason is acceptable to the school, 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 will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination. In these instances, PMS will use the Z score.

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

## 9. RETENTION AND DISPOSAL OF STUDENT WORK

The school and students in the Senior Years must keep all marked, returned assessment tasks for review until the grades have been approved by SCSA, at the conclusion of student appeals at the **end of March in the following year**. All assessment material may be required by the teacher when assigning grades at the completion of the pair of units. SCSA may also request access to the assessment tasks for moderation purposes.

Please note, if work is not available, grades cannot be validated and approved by SCSA in case of an audit.

## 10. PROCEDURES FOR CATASTROPHIC EVENTS

Where a catastrophic event (e.g. a pandemic) affects delivery of the learning and teaching program, the completion or submission of one or more assessment tasks, and/or completion of the school examination timetable may need modification. Students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

## 11. SCHOOL AWARDS

Semester 1 awards (Course, Excellence and Merit) are based on student achievement for the first semester. Semester 2 awards are cumulative for the year for ATAR/General courses. Some year 10 courses are semesterised.

To be eligible for the Course Award (top student), the relevant semester examination must be sat. If the examination has not been sat, and the student is ranked the top student, they will receive an Excellence Award.

The Dux Award score is used to rank students for PMS Awards. These are awarded to recognise outstanding academic excellence.

To be eligible for the School Dux Award, the student must have sat the Semester 2 examination for all the courses that are being included in the Dux Award.

The score for the Dux Award is based on the average of five adjusted course scores from ATAR courses, calculated to two decimal places. At least two of the scores must be from each of List A and List B subjects. Where students have accelerated or completed a course, the following rules apply in calculating the Dux award score:

- At least three ATAR course scores must have been obtained in the final year of senior secondary schooling.
- Course or 'examination only' scores achieved as a Non-School Candidate in an ATAR course examination do not count towards the Dux or PMS Awards score.

The final decision on the granting of each award is made by the School's Awards Committee.

## 12. STUDENT APPEALS AGAINST SCHOOL ASSESSMENT DECISIONS

Students may appeal against their school assessments decisions to determine whether:

- the assessment program conforms to SCSA requirements
- the assessment procedures conform to the assessment policy based on SCSA guidelines
- there are any procedural or computational errors in determining the assessment outcome.

Student appeals against assessment decisions will normally be directed to the Head of Learning Area, followed by the Associate Principal.

In the case of appeals to SCSA, the school is required to provide the following information to the Appeals Panel:

- a copy of the school's assessment policy
- a copy of the school's assessment outline in the subject/course concerned
- a copy of the assessment records for all students studying the subject/course in the school with the appellant's results indicated
- any other relevant school information as required by the Appeals Panel.

## 13. DISSEMINATION

This school Assessment Policy will be disseminated to Year 10,11 and 12 students by any of the following:

- general presentation to the year group at year assemblies, or to individual classes
- personal presentation by the enrolling officer to students who enrol later in the year
- placement on Connect/Compass/Class Notebook



## APPENDIX 1 PMS Assessment Flowchart

Student completes the assessment task on the date set

Student does not complete the assessment task on the date set

After consideration:  
Reason for non-completion is **ACCEPTABLE**: for example,

1. Letter/email from parent/caregiver to teacher identifying:
  - ill health or injury supported by medical certificate,
  - Significant family upset
  - Unforeseen or unavoidable situation
  - Officially sanctioned activity/excursion
2. Contact from Student Services Team

After consideration:  
Reason for non-completion is **NOT ACCEPTABLE**: for example,

- family holidays
- misreading assessment timetable
- unexplained absence
- drivers license test or lesson
- ball preparation

Negotiate an adjusted date. \*

Decide on alternative assessment task. \*\*

Task not required to be completed. \*\*\*

A 0 is recorded. Parent/caregiver informed by email. (**Appendix 3**). Teachers record information in notes section of RTP.

Record the appropriate result and notification in RTP.

**Note:** If \* or \*\* then result is recorded as U and in notes, result and reason. At the end of the reporting period, the HOLA and/or Associate Principal with the teacher, considers the additional assessment data available and considers whether to use the recorded score or modify.

\*Usually the next teaching period. \*\* If in the opinion of the teacher the original assessment is no longer confidential. \*\*\*If in the opinion of the teacher sufficient evidence exists in other completed tasks that meet the requirements of the course.



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## ACADEMIC HONESTY CONTRACT

[Insert Subject/Course]

Academic honesty is an important element of learning in a classroom. The primary reason academic dishonesty is unacceptable in a school situation is that the teacher is deprived of information needed to help the student learn. It is also unacceptable in the larger view as it is dishonest and subtracts from the personal integrity of any students involved. If a student is ever concerned about an action, it is best to ask the teacher for guidance.

Please read and sign the contract below.

1. I will do my own work, whether it is class work, homework, an essay, or a test. I will not copy others' work, in whole or in part, and claim it as my own. I will not gain assistance from my parent, another student, computer program (including AIA), or Internet site when I am expected to complete the assignment on my own.
2. I will not share my work with another student. However, coaching may be given from one student to another as long as the coach does not tell the person what to do, but rather gives thoughtful reflections on work already prepared by the one being coached.
3. During a test, I will not talk, share answers, or copy answers. I will not use outside information on the test, such as notes or a textbook, without the express permission of the teacher.
4. I will not discuss assessment questions and answers with students who have not taken the assessment.
5. I will not turn in a paper or project for more than one class or assignment.
6. I will not plagiarise including summarising, paraphrasing, copying or downloading from the internet, including responses generated by Artificial Intelligence Applications (AIA) without acknowledging the source.

**I understand that if I am guilty of academic dishonesty, in whatever form, I may receive a zero for that assessment. Additionally, my parents will be informed.**

I have read the Academic Honesty Contract, and I agree to abide by the rules stated above. I understand that any violation of these rules will result in grade penalties and any further action.

Student Name (Print): \_\_\_\_\_ Advocacy: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I have read the Academic Honesty Contract and I will support academic honesty in our partnership. My child's learning is more important than his/her grade.**

Parent Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_

Adapted from: Solarz, M. "Academic Honesty Contract." Web 8 Feb 2011 <[http://torahdiva.org/handouts/ACADEMIC\\_HONESTY\\_CONTRACT.pdf](http://torahdiva.org/handouts/ACADEMIC_HONESTY_CONTRACT.pdf)>

Dumas, Michelle. "Understanding concerning integrity in IB Biology coursework." Personal interview 9 Feb 2011



## SICKNESS AND MISADVENTURE FORM (Appendix 3 Assessment Policy)

### SECTION A- Applicant details

Student name: \_\_\_\_\_ Advocacy: \_\_\_\_\_

Student email: \_\_\_\_\_ Parent email: \_\_\_\_\_

### SECTION B – Course details

Record only those examinations/ESTs being claimed for sickness/misadventure.

Date of Examination/EST	Subject	Teacher	Practical or written	Details of effect on performance or attendance	Did you attend yes/no

**FOR SICKNESS:** Only complete section C

### SECTION C- Medical Evidence.

The medical practitioner either completes Section C or a medical certificate is attached.

The medical certificate will only be considered if it has the same detail pertaining to Section C.

Medical practitioner/health professionals name: <b>CAN NOT BE RELATED TO THE STUDENT</b> Name and address of hospital/clinic/surgery:  Telephone number:	Write details below or use official stamp
--	---

I certify that I have examined Mr/Ms ..... on .....

**What is the medical diagnosis** (please note that the information you provide will be treated in the strictest confidence and you should provide all relevant information with this application. Please explain clearly **how** this medical condition **impaired** the **candidate** for the **assessment**.)

.....  
 .....  
 .....

(Continuing, additional or supportive medical evidence should be attached)

**For MISADVENTURE:** Only complete Section D

### SECTION D misadventure details (non-medical only)

If the misadventure or event is non-medical in nature, the details should be recorded here by an independent witness. Any relevant information or supporting evidence must be written below or attached

.....  
 .....  
 .....  
 .....

### Witness Details

Note: The witness must not be related to the applicant and may be contacted if further information is required.

Name: ..... Relationship to applicant: .....

Address: ..... Mobile: .....

Signed: .....

### Candidate Declaration

I declare that to the best of my knowledge, all the information given on this form (and attachments) is correct.  
 I authorise Perth Modern School to discuss this application with any person who has signed this form or attachment  
 Signature of student..... Date .....  
 Signature of parent/guardian ..... Date .....

## Senior Years: Request for Extension



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You must complete this form if choosing to seek consideration when illness or other significant circumstances have had an adverse effect on your academic preparation for an in- class assessment or meeting the deadline for an assignment, portfolio etc.

### FORM COMPLETION

- Complete each section in full.

### FORM SUBMISSION

- Applications must be submitted at the earliest possible date and usually three days prior to the assessment due date.
- If you are unable to submit the application within this period, you must demonstrate exceptional circumstances that prevented you from doing so.
- All supporting documentation must be attached.
- Forms must be given to the relevant classroom teacher in person.

1. Personal details	
Student surname:	Student first name:
Parent/caregiver surname:	Parent first name:
Parent/caregiver Contact number:	Parent/caregiver Email:
2. Course	
Course:	Teacher:
Type of Assessment Task:	Date Due:
3. Reason for request	
4. Supporting evidence and/or documentation:	
Tick box	# Must be attached
	Medical certificate (#)
	Hospital Admission Statement (#)
	Traffic Accident Police Report (#)
	Witness name: Mobile number:
	Other: include details
5. Declaration	
I certify that the information outlined above is a true and accurate representation of my circumstance/s.	
Student signature:	Date:
Parent signature:	Date:

## Appendix 5

### Frequently Asked Questions

#### Scenario 1

**Situation:** Student A submitted a task 3 days late without an approved extension or reason for the late submission. The work was assessed and achieved a result of 15 out of 20.

**Outcome:** The student work had 0.75 marks (5 %) per day deducted for 3 days resulting in a final score of 13 out of 20 (rounded).

**Rationale:** The student gained an additional 3 days to complete the task in comparison to other students who met the deadline. This is not fair to other students.

#### Scenario 2

**Situation:** Student B did not sit their Mathematics test scheduled for the assessment period/CAP. On their return to the school they sat the test and achieved a score of 28 out of 50.

**Outcome 1:** The student supplied a valid reason for their absence via an email from their parent. This score is held in RTP and the paper returned to the student for feedback. Once additional assessment tasks have been completed the teacher can make a judgement as to whether the student was advantaged due to the extra time to prepare and /or the possibility that content of their paper may have been openly discussed by other students. In cases where a student may have missed preparation due to approved medical reasons the teacher can consider whether a student was disadvantaged. Notes made in RTP.

**Outcome 2:** The student was unable to supply a valid reason for missing the assessment. The student is allocated a zero for this task.

**Rationale:** In Outcome 1 the student could have gained an unfair advantage of an additional two days to prepare and may have been exposed to the nature of the task by other students. If all appears valid the teacher will include the result at a later date.

In Outcome 2 no reason has been given. The student receives a zero.

#### Scenario 3

**Situation:** Student C was absent for a HASS assessment. They returned the next day with clear medical evidence indicating they were sick and unable to attend school. The parents stated they were aware their child had missed an assessment.

**Outcome:** Student C would be granted an approved absence from the assessment. The teacher in consultation with their HOLA would apply the assessment policy (Section 5, (b), 5.1 Approved Absence). No penalty would be applied.

**Rationale:** Legitimate absence, no advantage gained due to illness.

#### Scenario 4

**Situation:** Student D was absent for 3 days before an English task. The parent /caregiver made contact with the teacher and requested an extension due to illness. The parents and student completed the Request for an Extension Form. In addition, the parent was able to supply a medical certificate.

**Outcome:** Due to illness the teacher granted an extension of 3 days using the request for extension form. An alternative question was presented for the student's response.

**Rationale:** Student D was ill and unable to prepare effectively. Teacher granted an extension and presented a separate question so that Student D was not advantaged by being informed of the question by their peers. The assessment is still fair, valid and reliable.

## Scenario 5

**Situation:** Student E was present all day then missed an assessment during Period 6. They had not presented to Student Services or the Nurse.

**Outcome:** This is considered an unapproved absence. The student asked to sit the assessment the next day. The teacher asked for an explanation for the absence for which an approved response could not be provided.

**Rationale:** This student has gained an unfair advantage of an additional night to prepare and may have been exposed to the nature of the task by other students. The student received a score of zero and the parents/guardians were notified by the classroom teacher.

## Scenario 6

**Situation:** Student F has been diagnosed with panic attacks and anxiety. All medical records have been provided to Student Services. The student misses a Mathematics assessment period 4 due to an anxiety attack. The student reports to Student Services and the Head of Student Services informs the teacher/HOLA of the incident.

**Outcome:** The absence is approved, and the student sits the task the next period. No penalty is applied. The teacher notes in RTP that the assessment was sat a day late due to an approved medical reason.

**Rationale:** The student's diagnosed medical condition has been taken into consideration. The assessment is still fair, valid and reliable.

## Scenario 7 (practical assessment)

**Situation:** Student G has missed a practical assessment due to an approved reason and an alternate assessment time is not possible.

**Outcome:** The teacher uses class process to award marks.

**Rationale:** The student is not penalised as the absence was approved.

## Scenario 8 (practical assessment)

**Situation:** Student H missed a practical assessment, which is a group task, due to an approved reason and an alternate assessment time is not possible.

**Outcome:** The teacher uses class process to award marks.

**Rationale:** The student is not penalised as the absence was approved.

## Scenario 9 (practical assessment)

**Situation:** Student I missed a practical assessment, which is a group task, with no valid reason given.

**Outcome:** The group still performs without the group member. For the students present: the teacher assesses the group as well as monitor class process marks and awards the fairest mark.  
For the student that is absent: the teacher awards a zero.

**Rationale:** Other students in the group are not disadvantaged.